

Board of Education Regular Meeting
Monday, July 15, 2024 7:30 PM
Library--Superior High School, Superior, NE
PO Box 288
Superior, NE 68978

1. Routine Business
 - 1.1. Call Meeting to Order
 - 1.2. Pledge of Allegiance
 - 1.3. Roll Call
 - 1.4. Excuse Absent Board Member(s)
2. Regular Meeting Agenda
 - 2.1. Public Participation
 - 2.2. Consent Agenda
 - 2.2.1. Approval of Previous Minutes
 - 2.2.2. Approval of Treasurer's Report
 - 2.2.3. Approval of School Activity Fund Report
 - 2.2.4. Approval of Revenue Budget Report
 - 2.2.5. Approval of Expense Budget Report
 - 2.3. Approval of Previous Months Claims
 - 2.4. Revise Policy #5037 Student Internet and Computer Access
 - 2.5. Revise Policy #4021 Voluntary Early Retirement Incentive Program
 - 2.6. Resolution
 - 2.7. Certified Hire
 - 2.8. Non-Certificated Hire

- 2.9. Adult Lunch and Breakfast Prices
- 2.10. Teacher Evaluation Tool
- 2.11. Elementary Handbook
- 2.12. Secondary Handbook
- 2.13. Activities Handbook
- 2.14. Bridge Handbook
- 2.15. Staff Handbook
- 2.16. Local Substitute Certificates
- 2.17. Presentations - Andrew Brittenham
- 3. Correspondence
- 4. Discussion Items
 - 4.1. Principals' and Activities/Athletic Director's Reports
 - 4.2. Superintendent's Report
 - 4.3. Report from Board Committees
 - 4.4. Policy Review - Policy 5001
- 5. Items for Next Board Meeting
- 6. Executive Session
- 7. Reconvene to regular session
- 8. Adjournment

NUCKOLLS COUNTY SCHOOL DISTRICT 65-0011
SUPERIOR PUBLIC SCHOOLS
SUPERIOR, NEBRASKA
June 10, 2024

Matt Bargaen: Present, Brad Biltoft: Present, Peggy Meyer: Present, Luke Meyers: Present, Matt Sullivan: Absent, Krista Tatro: Present. Present: 5, Absent: 1.

Posted Locations:

- The Superior Express
- Superior Public Schools
- <https://www.superiorwildcats.org/>

Posted Dates: 06/03/2024 Superior Public Schools and <https://www.superiorwildcats.org/>
06/06/2024 The Superior Express

1. Routine Business

1.1. Call Meeting to Order

Meeting was called to order at 7:30 p.m. by Peggy Meyer

1.2. Pledge of Allegiance

1.3. Roll Call

1.4. Excuse Absent Board Member(s)

Motion to excuse Matt Sullivan carried with a motion by Matt Bargaen and a second by Luke Meyers.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

2. Regular Meeting Agenda

2.1. Public Participation

2.2. Presentations - Staff/Students

Logan gave a presentation on the new mobile app and website Apptegy.

2.3. Consent Agenda

Motion to approve consent agenda as presented carried with a motion by Matt Bargaen and a second by Brad Biltoft.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

2.3.1. Approval of Previous Minutes

2.3.2. Approval of Treasurer's Report

2.3.3. Approval of School Activity Fund Report

2.3.4. Approval of Revenue Budget Report

2.3.5. Approval of Expense Budget Report

2.4. Approval of Previous Months Claims

Motion to approve General Fund claims for May 2024 in the amount of \$636,909.16 carried with a motion by Luke Meyers and a second by Krista Tatro.

Brad Biltoft: Abstain (With Conflict), Matt Bargaen: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye

Aye: 4, Nay: 0, Abstain (With Conflict): 1

2.5. Review of Covid Protocols/Return to Learn Plan

Motion to approve 2024-2025 return to learn protocols carried with a motion by Luke Meyers and a second by Krista Tatro.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

Semi-annual review of protocol so long as have ESSR funds.

2.6. Certified Substitute Rates

Motion to increase the short term certified substitute rate to \$145.00 per day carried with a motion by Luke Meyers and a second by Matt Bargaen.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

Discussion on sub rates and reviewed surrounding schools' rates.

2.7. New Policies

Motion to adopt new policies as presented carried with a motion by Luke Meyers and a second by Krista Tatro.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

6039 and 6040 revised to fit what we do at Superior Public Schools. 6043 is recommended so that if want to apply for a grant we have to have the policy in place.

2.8. Policy Changes

Motion to revise and delete policies as presented carried with a motion by Peggy Meyer and a second by Luke Meyers.

Matt Bargaen: Aye, Brad Biltoft: Aye, Peggy Meyer: Aye, Luke Meyers: Aye, Krista Tatro: Aye
Aye: 5, Nay: 0

These policies are currently in place with not a lot of changes, mainly verbiage changes.

3. Correspondence

Board reviewed the board quicks and upcoming events.

3.1. Board Quicks

4. Discussion Items

4.1. Principals' and Activities/Athletic Director's Reports

Steph Corman gave an activities and athletic director's report that included silent auction. Talked about uniforms and rotation cycle. Hotel rooms - going forward to have one person to reserve hotel rooms and to do all paperwork. Facility One "F1 Events" will be used for mapping, maintenance requests, transportation requests, gym use, and RSchool athletic schedules. All activities and athletics pages will be one social media rather than each sport or activity having their own social media page. This will also help to know who has access. Gave update on summer events as far as camps, weights, etc.

Discussion was had on eligibility policy in the activities handbook. Homeschool program minimum would like to stay at 20 credit hours rather than 15. Board would like it to be two classes and not just one. Also discussed not suiting up or traveling with the team if ineligible. If ineligible, student should have to meet with teacher and get assignments done before being able to practice for all sports.

4.2. Superintendent's Report

Mr. Whetzal gave superintendent report which included financial planner, activity handbook eligibility recap, preliminary budget. Cafeteria floors look great, parking lot will be chip sealed in the upcoming weeks. Rutt's should be here tomorrow for roof top unit. Tile replacement in entry way to the gym and stage floor may start in the next few weeks. A survey was sent to staff on options regarding financial planner.

4.3. Report from Board Committees

Building and grounds met and did total walk-through. Reviewed summer plan and what would like to see done. Daycare has had couple interviews.

4.4. Policy Review - Policies 4043, 5018, 5054, and 5057

Reviewed policies that are on a three-year cycle and have no changes.

5. Items for Next Board Meeting

Handbooks, student fee policy hearing, adult meal prices, local substitute certificates, financial planner, and city plat maps.

6. Executive Session

7. Reconvene to regular session

8. Adjournment

Meeting adjourned at 8:37 p.m. by Peggy Meyer.

NUCKOLLS COUNTY SCHOOL DISTRICT 65-0011
SUPERIOR PUBLIC SCHOOLS
SUPERIOR, NEBRASKA
June 10, 2024

Posted Locations:

- The Superior Express
- Superior Public Schools
- <https://www.superiorwildcats.org/>

Posted Dates: 06/03/2024 Superior Public Schools and <https://www.superiorwildcats.org/>
06/06/2024 The Superior Express

1. Call Hearing to Order

Hearing called to order at 7:18 p.m. by Peggy Meyer

2. Purpose of the special hearing is for hearing support, position, criticism, suggestions or observations of patrons relating to Policy 5018 Parent and Guardian Involvement in Education Practices and relating to Policy 5057 District Title I Parent and Family Engagement Policy

3. Review of Policy 5018 Parental and Guardian Involvement in Education Practices

Board reviewed policy 5018.

4. Review of Policy 5057 District Title I Parent and Family Engagement Policy

Board reviewed policy 5057.

5. Board of Education Questions and/or directives

No board questions or comments on policies.

6. Public questions or comments

No public comment or questions.

7. Adjournment of Special Public Hearing

President Meyer adjourned the meeting at 7:21 p.m

Superior Public Schools

June 2024 Cash Summary Report

Fund	Description	Beginning	Revenue	Expenditure	Ending Balance
01	General Fund	\$2,671,927.35	\$844,693.56	(\$635,802.17)	\$2,880,818.74
02	Depreciation Fund	\$420,858.80	\$156.88	(\$13,833.10)	\$407,182.58
03	Employee Benefit Fund	\$1,372.16	\$0.28	\$0.00	\$1,372.44
05	Activity Fund	\$167,924.13	\$13,235.95	(\$19,373.31)	\$161,786.77
06	School Nutrition Fund	\$27,601.72	\$15,576.43	(\$22,730.04)	\$20,448.11
07	Bond Fund	\$619,377.10	\$43,721.54	(\$40,021.25)	\$623,077.39
08	Special Building Fund	\$80,795.83	\$16,695.46	(\$3,997.50)	\$93,493.79
09	QCPUF Fund	\$106,640.78	\$12,157.72	(\$6,408.75)	\$112,389.75
Total		\$4,096,497.87	\$946,237.82	(\$742,166.12)	\$4,300,569.57

General Fund
June 2024

Bills

Original List	\$	158,672.02
Voided Expenditure Checks	\$	-
Receipts Posted to Expenditure Account: (SCNUSD BCBS)	\$	(1,105.49)
Total	\$	157,566.53

Additions

NONE	\$	-
	\$	-
	\$	-
Total Additions	\$	-

Total Bills \$ 157,566.53

Payroll & Benefits

Original Total	\$	478,235.64
Additions/Corrections	\$	-
Total	\$	478,235.64

Total Payroll & Benefits \$ 478,235.64

June Expenditure Adjusted Grand Total \$ 635,802.17

GENERAL FUND RECAP - June 2024

Beginning Balance 5-31-2024	\$	2,671,927.35
Receipts	\$	844,693.56
Expenditures	\$	635,802.17
Ending Balance 6-30-2024	\$	2,880,818.74

DEPRECIATION FUND**F&M Bank**

Beg Balance 05/31/2024	\$420,858.80
Receipts	\$156.88 interest
Disbursements	\$13,833.10 1/2 server upgrade
Ending Balance 06/30/2024	\$407,182.58

QUALIFIED CAPITAL PURPOSE FUND**Home Federal**

Beg Balance 05/31/2024	\$106,640.78
Receipts	\$12,057.73 County proceeds \$99.99 interest
Disbursements	\$6,408.75 BOKF, NA (bond interest, agent fee)
Ending Balance 06/30/2024	\$112,389.75

BOND FUND**Horizon Bank**

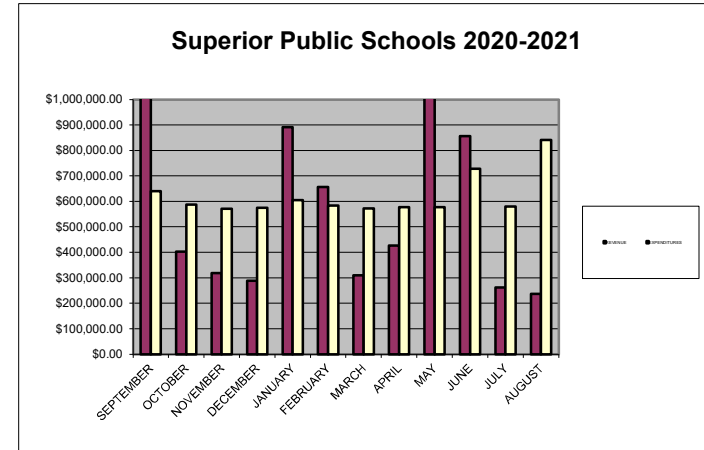
Beg Balance 05/31/2024	\$619,377.10
Receipts	\$42,207.84 County Proceeds \$1,513.70 interest
Disbursements	\$40,021.25 BOKF, NA (Bond interest, agent fee)
Ending Balance 06/30/2024	\$623,077.39

SPECIAL BUILDING FUND**Home Federal**

Beg Balance 05/31/2024	\$80,795.83
Receipts	\$16,585.12 County Proceeds \$110.34 interest
Disbursements	\$3,997.50 F&M Bank (loan interest)
Ending Balance 06/30/2024	\$93,493.79

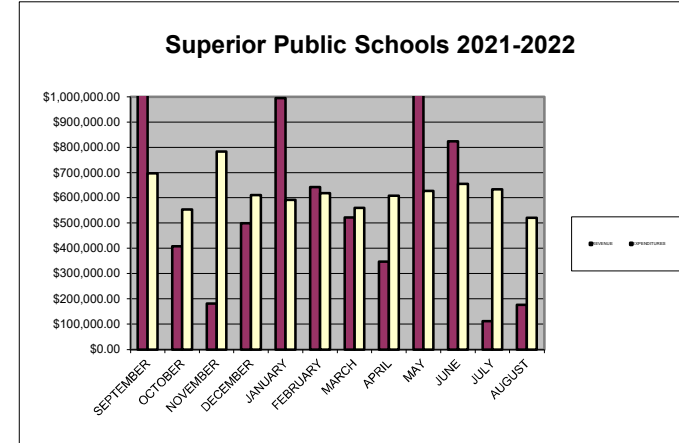
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2020-2021 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,750,229.72	\$1,270,816.74	\$640,026.23	\$2,381,020.23
OCTOBER	\$2,381,020.23	\$402,654.95	\$586,564.61	\$2,197,110.57
NOVEMBER	\$2,197,110.57	\$318,877.70	\$570,306.88	\$1,945,681.39
DECEMBER	\$1,945,681.39	\$288,275.08	\$574,210.33	\$1,659,746.14
JANUARY	\$1,659,746.14	\$891,465.75	\$605,021.17	\$1,946,190.72
FEBRUARY	\$1,946,190.72	\$656,809.29	\$582,762.55	\$2,020,237.46
MARCH	\$2,020,237.46	\$309,509.02	\$571,916.06	\$1,757,830.42
APRIL	\$1,757,830.42	\$425,963.71	\$577,657.26	\$1,606,136.87
MAY	\$1,606,136.87	\$1,207,261.61	\$576,493.44	\$2,236,905.04
JUNE	\$2,236,905.04	\$856,149.48	\$727,280.15	\$2,365,774.37
JULY	\$2,365,774.37	\$261,985.24	\$580,055.64	\$2,047,703.97
AUGUST	\$2,047,703.97	\$236,181.91	\$841,394.51	\$1,442,491.37



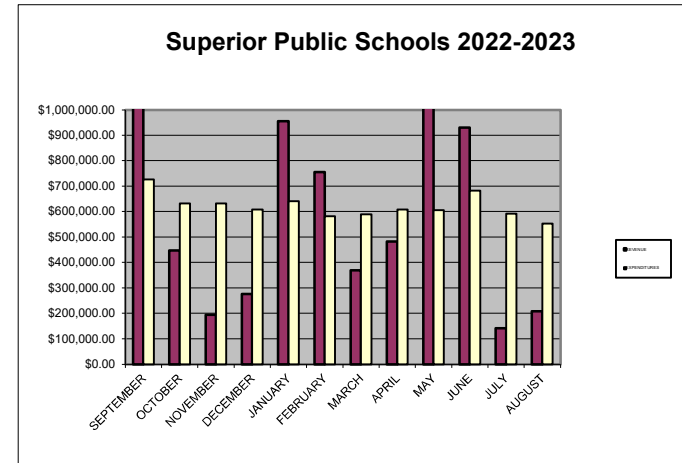
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2021-2022 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,442,491.37	\$1,192,592.22	\$697,447.45	\$1,937,636.14
OCTOBER	\$1,937,636.14	\$407,760.19	\$554,015.29	\$1,791,381.04
NOVEMBER	\$1,791,381.04	\$181,757.45	\$783,156.37	\$1,189,982.12
DECEMBER	\$1,189,982.12	\$498,733.66	\$610,650.15	\$1,078,065.63
JANUARY	\$1,078,065.63	\$994,756.13	\$591,110.10	\$1,481,711.66
FEBRUARY	\$1,481,711.66	\$642,442.97	\$618,591.36	\$1,505,563.27
MARCH	\$1,505,563.27	\$522,516.39	\$559,480.92	\$1,468,598.74
APRIL	\$1,468,598.74	\$347,307.72	\$608,160.41	\$1,207,746.05
MAY	\$1,207,746.05	\$1,454,501.61	\$627,812.21	\$2,034,435.45
JUNE	\$2,034,435.45	\$823,280.65	\$654,845.57	\$2,202,870.53
JULY	\$2,202,870.53	\$111,119.93	\$633,528.93	\$1,680,461.53
AUGUST	\$1,680,461.53	\$176,329.90	\$520,605.33	\$1,336,186.10



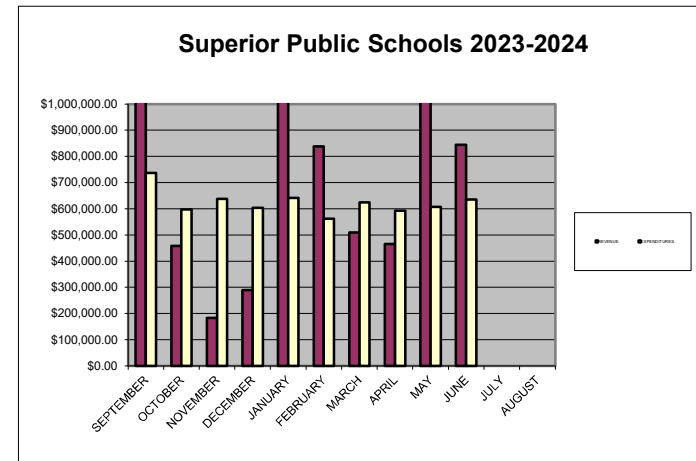
**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2022-2023 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,336,186.10	\$1,094,427.33	\$726,305.18	\$1,704,308.25
OCTOBER	\$1,704,308.25	\$447,124.34	\$632,040.93	\$1,519,391.66
NOVEMBER	\$1,519,391.66	\$194,010.88	\$631,837.48	\$1,081,565.06
DECEMBER	\$1,081,565.06	\$276,080.92	\$607,629.18	\$750,016.80
JANUARY	\$750,016.80	\$955,678.74	\$640,268.86	\$1,065,426.68
FEBRUARY	\$1,065,426.68	\$755,383.16	\$581,093.45	\$1,239,716.39
MARCH	\$1,239,716.39	\$368,231.17	\$589,495.84	\$1,018,451.72
APRIL	\$1,018,451.72	\$482,600.35	\$607,445.04	\$893,607.03
MAY	\$893,607.03	\$1,312,000.73	\$605,528.36	\$1,600,079.40
JUNE	\$1,600,079.40	\$929,674.57	\$682,072.52	\$1,847,681.45
JULY	\$1,847,681.45	\$141,282.94	\$591,142.56	\$1,397,821.83
AUGUST	\$1,397,821.83	\$207,856.67	\$552,971.49	\$1,052,707.01



**SUPERIOR PUBLIC SCHOOL DISTRICT 65-0011
GENERAL FUND
2023-2024 FISCAL YEAR**

	BEG. BAL.	REVENUE	EXPENDITURES	END BALANCE
SEPTEMBER	\$1,052,707.01	\$1,152,030.20	\$736,451.77	\$1,468,285.44
OCTOBER	\$1,468,285.44	\$458,660.15	\$597,803.31	\$1,329,142.28
NOVEMBER	\$1,329,142.28	\$182,762.54	\$638,077.67	\$873,827.15
DECEMBER	\$873,827.15	\$289,686.65	\$603,405.96	\$560,107.84
JANUARY	\$560,107.84	\$1,582,455.25	\$641,669.11	\$1,500,893.98
FEBRUARY	\$1,500,893.98	\$837,840.46	\$562,047.14	\$1,776,687.30
MARCH	\$1,776,687.30	\$508,895.74	\$624,497.96	\$1,661,085.08
APRIL	\$1,661,085.08	\$465,153.99	\$592,106.79	\$1,534,132.28
MAY	\$1,534,132.28	\$1,744,885.26	\$607,090.19	\$2,671,927.35
JUNE	\$2,671,927.35	\$844,693.56	\$635,802.17	\$2,880,818.74
JULY				
AUGUST				



Current Cash Balance

Sorted by Site ID, Reporting ID, Activity ID.
From 06/01/2024 to 06/30/2024.

Site ID	Site Name	Rep ID	Reporting ID Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Activity ID	Activity Name							
SPS	Superior Public Schools							
100	Athletics			9,881.53	1,614.15	6,756.95	300.00	5,038.73
105	Bowling			1,203.39	0.00	0.00	0.00	1,203.39
110	Boys' Basketball			1,613.68	890.00	2,300.00	0.00	203.68
115	Cross Country			645.37	0.00	0.00	0.00	645.37
120	Girls' Basketball			6,409.89	0.00	0.00	0.00	6,409.89
125	Boys' Golf			552.76	300.00	245.86	0.00	606.90
130	Football			974.08	200.00	1,120.00	0.00	54.08
135	JH Football			8.50	0.00	0.00	0.00	8.50
140	JH Volleyball			460.11	0.00	0.00	0.00	460.11
145	JH Girls Basketball			265.55	0.00	0.00	0.00	265.55
150	Girls' Golf			2,471.12	405.00	0.00	0.00	2,876.12
170	Volleyball			5,284.94	524.70	1,915.82	0.00	3,893.82
175	JH Wrestling			1,366.99	0.00	0.00	0.00	1,366.99
180	Wrestling			1,715.43	280.00	1,000.00	0.00	995.43
190	Track			927.88	102.00	0.00	0.00	1,029.88
300	Archery			576.75	0.00	0.00	0.00	576.75
305	Art Club			166.18	0.00	0.00	0.00	166.18
320	Community Service Club			4,044.30	221.60	168.00	0.00	4,097.90
325	Drama			972.69	0.00	0.00	0.00	972.69
335	FBLA			6,296.20	0.00	0.00	0.00	6,296.20
345	FFA			4,901.77	3,495.00	410.88	0.00	7,985.89
350	Foreign Language			3,218.04	315.00	0.00	0.00	3,533.04
355	S Club			63.63	0.00	0.00	0.00	63.63
360	Speech			1,018.46	0.00	0.00	0.00	1,018.46
365	Student Council			7,281.11	0.00	300.46	0.00	6,980.65
370	Dance Team			2,301.49	100.00	0.00	0.00	2,401.49
375	Leadership			380.01	0.00	0.00	0.00	380.01
500	Elementary K-5			9,416.05	42.20	370.24	0.00	9,088.01
501	Elementary PBiS			692.71	0.00	0.00	0.00	692.71
503	Kids' Club			91.09	0.00	72.33	0.00	18.76
505	Middle School			643.67	0.00	242.75	0.00	400.92
510	Secondary			1,976.48	0.00	184.74	0.00	1,791.74
511	Secondary PBiS			1,412.94	0.00	403.64	0.00	1,009.30
522	Class of 2022			0.00	0.00	0.00	0.00	0.00
523	Class of 2023			0.00	0.00	0.00	0.00	0.00
524	Class of 2024			445.00	0.00	0.00	-445.00	0.00
525	Class of 2025			5,402.37	0.00	0.00	0.00	5,402.37
526	Class of 2026			5,159.63	0.00	0.00	0.00	5,159.63
527	Class of 2027			1,945.10	0.00	0.00	0.00	1,945.10
533	CLASS OF 2033			485.61	0.00	179.57	0.00	306.04
610	Ag Ed			88.23	0.00	0.00	0.00	88.23
615	Ag Trip			1,359.23	0.00	0.00	0.00	1,359.23
620	Art Fund			2,909.29	0.00	0.00	0.00	2,909.29

Current Cash Balance

Sorted by Site ID, Reporting ID, Activity ID.
From 06/01/2024 to 06/30/2024.

Site ID	Site Name						
Rep ID	Reporting ID Name						
Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
630	Music	10,458.27	0.00	260.32	0.00	10,197.95	
640	Flashlight	12,144.30	0.00	140.00	0.00	12,004.30	
660	Industrial Arts	2,453.61	4,000.00	1,379.87	0.00	5,073.74	
670	Student Purchases	0.00	0.00	0.00	0.00	0.00	
690	Yearbook	2,419.88	0.00	0.00	0.00	2,419.88	
800	Backpack Program	17,973.73	0.00	521.32	0.00	17,452.41	
805	EPOCH	449.10	0.00	0.00	-449.10	0.00	
810	Flower Fund	105.45	0.00	0.00	0.00	105.45	
820	Alumni Board	883.23	0.00	0.00	3,086.41	3,969.64	
830	Library Fund	681.88	176.96	41.59	0.00	817.25	
840	Cats Cafe	192.31	0.00	0.00	-192.31	0.00	
845	Striv	3,529.94	0.00	499.00	0.00	3,030.94	
860	Teachers' Workroom	1,437.16	0.00	157.50	0.00	1,279.66	
861	Elementary Workroom	381.35	0.00	0.00	0.00	381.35	
870	Therapy Dog	516.45	0.00	0.00	0.00	516.45	
880	Wildcat Food	11,818.27	66.75	702.47	-300.00	10,882.55	
890	Wellness Grant	69.89	0.00	0.00	0.00	69.89	
895	Grow Your Own	240.00	0.00	0.00	0.00	240.00	
990	Interest	5,140.06	502.59	0.00	-2,000.00	3,642.65	
Totals:		167,924.13	13,235.95	19,373.31	0.00	161,786.77	
SPS Totals:		167,924.13	13,235.95	19,373.31	0.00	161,786.77	
Report Totals:		167,924.13	13,235.95	19,373.31	0.00	161,786.77	

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
100	Athletics					
SPS	Superior Public Schools					
035928 Void	05/28/2024 06/28/2024	Sarah Kirchhoff	No	367	Sharon Biltoft Girls golf uniform 2024 season 052424	-555.00
035931 Cleared	06/05/2024 06/30/2024	Lexington High School	No	053124LHS	Sharon Biltoft Don Bader track meet 053124	50.00
035932 Cleared	06/05/2024 06/30/2024	Nebraska School Activities Association	No	053124NSAA	Sharon Biltoft NSAA 24-25 Registration Fees 053124	1,750.00
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	70021	Kim Williams Texas Roadhouse-State track meal	119.43
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	70023	Kim Williams Texas Roadhouse-State track meal	129.77
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	20055	Kim Williams Wing Stop-State track meal	55.90
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	NKXU-45	Kim Williams Hampton Inn-State track lodging	2,739.73
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	40018	Kim Williams First Watch-State track meal	149.76
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	TM1057	Kim Williams Qdoba-State track meal	66.24
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	04252024-32	Kim Williams 32 Auctions-Silent Auction platform	190.00
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	d93f6c	Kim Williams Arbys, Taco Bell-State golf meals	44.12
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	NKRUG-227	Kim Williams Hampton Inn-State golf lodging	436.00
035943 Printed	06/12/2024 06/12/2024	Colten Butler	No	060524CB	Sharon Biltoft Score table 060524	15.00
035944 Cleared	06/12/2024 06/30/2024	Ryan Butler	Yes	060524RB	Sharon Biltoft Basketball scorekeeper 060524	150.00
035945 Printed	06/12/2024 06/12/2024	Crystal Meyer	No	060524CM	Sharon Biltoft MS GBB & MSVB scorebook 060524	60.00
035946 Cleared	06/12/2024 06/30/2024	Donna Miller	No	060524DM	Sharon Biltoft Varsity book & announcer 060524	95.00
035947 Printed	06/12/2024 06/12/2024	Heath Korb	No	060524HK	Sharon Biltoft Chain gang 060524	48.00

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
100	Athletics					
SPS	Superior Public Schools					
035948 Cleared	06/12/2024 06/30/2024	James Flores	No	060524JF	Sharon Bilstoft Chain gang 060524	12.00
035949 Printed	06/12/2024 06/12/2024	Jerred Ehlers	No	060524JE	Sharon Bilstoft Chain gang 060524	12.00
035950 Cleared	06/12/2024 06/30/2024	Joe Jackson	No	060524JJ	Sharon Bilstoft Chain gang 060524	12.00
035951 Cleared	06/12/2024 06/30/2024	Kim Delka	No	060524KD	Sharon Bilstoft Chain gang 060524	60.00
035952 Cleared	06/12/2024 06/30/2024	Matt Edwards	No	060524ME	Sharon Bilstoft Chain gang 060524	84.00
035953 Cleared	06/12/2024 06/30/2024	Megan McMeen	No	060524MM	Sharon Bilstoft Book basketball 060524	180.00
035954 Cleared	06/12/2024 06/30/2024	Mike Sander	No	060524MS	Sharon Bilstoft Chain gang 060524	24.00
035955 Cleared	06/12/2024 06/30/2024	Sarah Kirchhoff	No	060524SK	Sharon Bilstoft MSBBB scorebook 060524	30.00
035956 Cleared	06/12/2024 06/30/2024	Scott Boyles	No	060524SB	Sharon Bilstoft Chain gang 060524	24.00
035957 Cleared	06/12/2024 06/30/2024	Tony White	No	060524TW	Sharon Bilstoft Football announcer 060524	80.00
035958 Cleared	06/12/2024 06/30/2024	Wes Beguin	No	060524WB	Sharon Bilstoft Chain gang 060524	48.00
035962 Cleared	06/25/2024 06/30/2024	Superior Industries LLC	No	3180	Sharon Bilstoft Shot clock mounting brackets 061024	590.00
035963 Printed	06/25/2024 06/25/2024	Main Street Floral	No	106603/1	Sharon Bilstoft Floral arrangement E. Rempe 061924	57.00
Total for SPS - Superior Public Schools:						6,756.95
Total for 100 - Athletics:						6,756.95

110	Boys' Basketball					
SPS	Superior Public Schools					
035964 Printed	06/26/2024 06/26/2024	Nebraska D-League LLC	No	061924NDL	Sharon Bilstoft NE D-League Camp 061924	2,300.00

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
125	Boys' Golf					
SPS	Superior Public Schools					
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	153229434	Kim Williams Custom Sports-State golf t-shirts	98.44
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	60018	Kim Williams Texas Roadhouse-team meal	117.77
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	1833414311122	Kim Williams Freddy's-team meal	29.65
Total for SPS - Superior Public Schools:						245.86
Total for 125 - Boys' Golf:						245.86
130	Football					
SPS	Superior Public Schools					
035969 Printed	06/28/2024 06/28/2024	Epic Football Camps	No	062824EFC	Sharon Biltoft Football camp 062824	1,120.00
170	Volleyball					
SPS	Superior Public Schools					
035965 Printed	06/26/2024 06/26/2024	Maverick Volleyball Camps	No	091424MVC	Sharon Biltoft Camp registration 062624	1,406.00
035966 Printed	06/26/2024 06/26/2024	Cross County High School	No	061424CC	Sharon Biltoft Camp entry fee 061424	100.00
035967 Printed	06/26/2024 06/26/2024	Jessica Diehl	No	710501473	Sharon Biltoft Reimb burgers, shirts, food, etc 061424	409.82
Total for SPS - Superior Public Schools:						1,915.82
Total for 170 - Volleyball:						1,915.82
180	Wrestling					
SPS	Superior Public Schools					
035961 Cleared	06/18/2024 06/30/2024	SS Youth Wrestling	No	061824SS	Sharon Biltoft Wrestling camp 061824	1,000.00
320	Community Service Club					
SPS	Superior Public Schools					
035959 Cleared	06/12/2024 06/30/2024	Linpepco-Hastings	No	6100110917	Sharon Biltoft Drinks for gatorade machine 060524	168.00

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
345	FFA					
SPS	Superior Public Schools					
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	A4664855	Kim Williams NorthFace-Officer jackets	410.88
365	Student Council					
SPS	Superior Public Schools					
035936 Cleared	06/10/2024 06/30/2024	Amazon Capital Services	No	1VHF-JYKY-1L7C	Kim Williams Homecoming supplies	39.94
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 24 1474	Kim Williams Stuco picnic, teacher lunch	95.52
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	017405-2	Kim Williams Sno Cones	165.00
Total for SPS - Superior Public Schools:						300.46
Total for 365 - Student Council:						300.46
500	Elementary K-5					
SPS	Superior Public Schools					
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 24 1227	Kim Williams Fun Run food	168.99
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May.24 1227	Kim Williams water, fruit	45.28
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	1201801	Kim Williams Caseys-pizza	83.97
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	792697	Kim Williams Walmart-meat, buns	72.00
Total for SPS - Superior Public Schools:						370.24
Total for 500 - Elementary K-5:						370.24

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
503	Kids' Club					
SPS	Superior Public Schools					
035934 Cleared	06/05/2024 06/30/2024	Angie Ehlers	No	HXUZ	Sharon Biltoft staff appreciation 051424	25.00
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 2024 1227	Kim Williams Kids Club supplies	12.96
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	045752	Kim Williams Walmart-Kids Club supplies	34.37
					Total for SPS - Superior Public Schools:	72.33
					Total for 503 - Kids' Club:	72.33
505	Middle School					
SPS	Superior Public Schools					
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 24 1226	Kim Williams Middle School dance supplies	29.75
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 2024 1226	Kim Williams Middle School dance supplies	213.00
					Total for SPS - Superior Public Schools:	242.75
					Total for 505 - Middle School:	242.75
510	Secondary					
SPS	Superior Public Schools					
035935 Cleared	06/05/2024 06/30/2024	April Perrie	No	914	Sharon Biltoft Cakes for year end 052824	165.00
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May.2024 1226	Kim Williams transportation personnel work day	19.74
					Total for SPS - Superior Public Schools:	184.74
					Total for 510 - Secondary:	184.74
511	Secondary PBiS					
SPS	Superior Public Schools					
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May.24 1226	Kim Williams Cookies	88.64
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	017405-2	Kim Williams Sno Cones	315.00
					Total for SPS - Superior Public Schools:	403.64
					Total for 511 - Secondary PBiS:	403.64

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
533	CLASS OF 2033					
SPS	Superior Public Schools					
035936 Cleared	06/10/2024 06/30/2024	Amazon Capital Services	No	1WCP-DW1N-6HM1	Kim Williams t-shirt supplies	179.57
630	Music					
SPS	Superior Public Schools					
035936 Cleared	06/10/2024 06/30/2024	Amazon Capital Services	No	14KT-CT37-7DYY	Kim Williams concert props	28.36
035936 Cleared	06/10/2024 06/30/2024	Amazon Capital Services	No	1GYJ-7JCK-CMTQ	Kim Williams reeds & instrument supplies	204.96
035960 Cleared	06/12/2024 06/30/2024	Yandas Music & Pro Audio	No	702836	Sharon Biltoft Flip folder 060524	27.00
Total for SPS - Superior Public Schools:						260.32
Total for 630 - Music:						260.32
640	Flashlight					
SPS	Superior Public Schools					
035942 Cleared	06/11/2024 06/30/2024	Superior Publishing Co., Inc	No	05312024	Kim Williams Printing of Flashlights	140.00
660	Industrial Arts					
SPS	Superior Public Schools					
035938 Cleared	06/10/2024 06/30/2024	Kenny's Lumber & Farm Supply Inc	No	May 2024	Kim Williams shed supplies	1,379.87
800	Backpack Program					
SPS	Superior Public Schools					
035937 Cleared	06/10/2024 06/30/2024	Ideal Market	No	May 24 1245	Kim Williams Backpack food vouchers	521.32

Check Detail

Sorted by Activity ID, Site ID.
From 06/01/2024 to 06/30/2024.

Activity ID Site ID Check # Status	Activity Name Site Name Issue Date Status Date	Vendor Name PO Number	1099?	Invoice Number	Approved by Description	Amount
830	Library Fund					
SPS	Superior Public Schools					
035936 Cleared	06/10/2024 06/30/2024	Amazon Capital Services	No	1L9F-XR3D-4HXC	Kim Williams replacement library books	41.59
845	Striv					
SPS	Superior Public Schools					
035968 Printed	06/26/2024 06/26/2024	Apple Inc.	No	MA87988927	Sharon Biltoft Mac Mini 062424	499.00
860	Teachers' Workroom					
SPS	Superior Public Schools					
035939 Cleared	06/10/2024 06/30/2024	Linpepco-Hastings	No	May 24 61105	Kim Williams Machine drinks	157.50
880	Wildcat Food					
SPS	Superior Public Schools					
035933 Cleared	06/05/2024 06/30/2024	Cash-Wa Distributing	No	14216094 & 14183997	Sharon Biltoft Candy/concession supplies 053024	556.16
035940 Cleared	06/10/2024 06/30/2024	U.S. Bank	No	10169858112	Kim Williams Sam's-paper products	146.31
Total for SPS - Superior Public Schools:						702.47
Total for 880 - Wildcat Food:						702.47
Grand Total :						19,373.31

Superior Public Schools

June 2024 Revenue Budget Summary Report

Account Code	Description	June 2024 Receipts	2023-2024 Budget	Actual (YTD)	Available (YTD)	% of Budget Received
01-1-01100-000-000	Local Property Taxes	(\$405,763.21)	(\$5,570,000.00)	(\$4,945,172.38)	(\$624,827.62)	88.78
01-1-01115-000-000	Carlina Tax	\$0.00	(\$2,000.00)	(\$4,074.85)	\$2,074.85	203.74
01-1-01120-000-000	Pub Power 5% Gross	\$0.00	(\$5,500.00)	(\$8,843.71)	\$3,343.71	160.79
01-1-01125-000-000	Motor Vehicle Taxes	(\$24,713.99)	(\$200,000.00)	(\$231,654.31)	\$31,654.31	115.82
01-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$692.42)	(\$9,504.00)	(\$10,504.39)	\$1,000.39	110.52
01-1-01331-000-000	Tuition Otr Dist Reg Ed	(\$30,000.00)	(\$45,750.00)	(\$61,000.00)	\$15,250.00	133.33
01-1-01510-000-000	Interest	(\$6,232.94)	(\$11,000.00)	(\$34,471.79)	\$23,471.79	313.37
01-1-01911-000-000	Local License Fees	\$0.00	(\$1,000.00)	(\$2,985.00)	\$1,985.00	298.50
01-1-01920-000-000	Donations	\$0.00	\$0.00	(\$11,500.00)	\$11,500.00	0.00
01-1-01921-000-000	City Police Court Fines	(\$100.00)	(\$500.00)	(\$125.00)	(\$375.00)	25.00
01-1-01925-000-000	United Way PLEC grant	\$0.00	(\$2,000.00)	\$0.00	(\$2,000.00)	0.00
01-1-01951-000-000	Misc Rev from other School District	(\$7,083.82)	\$0.00	(\$7,083.82)	\$7,083.82	0.00
01-1-01955-000-000	Postsecondary Receipts	(\$2,200.00)	\$0.00	(\$2,830.00)	\$2,830.00	0.00
01-1-01990-000-000	Other Local Receipts	\$0.00	(\$12,500.00)	(\$2,664.00)	(\$9,836.00)	21.31
01-1-02110-000-000	Co Fines & License Fees	(\$1,371.63)	(\$11,000.00)	(\$22,103.58)	\$11,103.58	200.94
01-1-02210-000-000	ESU Receipts	(\$325.00)	(\$100.00)	(\$2,184.24)	\$2,084.24	2,184.24
01-1-03110-000-000	State Aid	(\$89,530.00)	(\$895,264.00)	(\$895,264.00)	\$0.00	100.00
01-1-03120-000-000	Sped - School Age	(\$138,972.00)	(\$408,000.00)	(\$900,696.00)	\$492,696.00	220.75
01-1-03125-000-000	Sped Transport - SA	(\$32,046.00)	(\$15,000.00)	(\$32,046.00)	\$17,046.00	213.64
01-1-03130-000-000	Homestead Exemption	(\$13,354.62)	(\$90,000.00)	(\$53,418.48)	(\$36,581.52)	59.35
01-1-03131-000-000	Property Tax Credit	\$0.00	(\$100,000.00)	(\$397,338.12)	\$297,338.12	397.33
01-1-03133-000-000	Nameplate Capacity	\$0.00	\$0.00	(\$2,205.70)	\$2,205.70	0.00
01-1-03180-000-000	Pro-Rate Motor Vehicle	\$0.00	(\$6,000.00)	(\$9,472.72)	\$3,472.72	157.87
01-1-03400-000-000	State Apportionment	\$0.00	(\$66,000.00)	(\$78,640.71)	\$12,640.71	119.15
01-1-03535-000-000	High Ability Learners	\$0.00	(\$3,000.00)	\$0.00	(\$3,000.00)	0.00
01-1-03551-000-000	State CTE	\$0.00	\$0.00	(\$7,500.00)	\$7,500.00	0.00
01-1-03570-000-000	Teach Eval Grant	\$0.00	(\$9,500.00)	\$0.00	(\$9,500.00)	0.00
01-1-03990-000-000	Other State Receipts	\$0.00	\$0.00	(\$290.20)	\$290.20	0.00
01-1-04105-000-000	eRate Funding	\$0.00	(\$40,000.00)	(\$30,342.35)	(\$9,657.65)	75.85
01-1-04310-000-000	REAP	\$0.00	\$0.00	(\$28,039.10)	\$28,039.10	0.00
01-1-04505-000-000	Title I	(\$48,226.00)	(\$95,000.00)	(\$48,226.00)	(\$46,774.00)	50.76
01-1-04509-000-000	Title II A	\$0.00	(\$15,000.00)	\$0.00	(\$15,000.00)	0.00
01-1-04516-000-000	IDEA Presc (619) Base, E/P	\$0.00	(\$4,125.00)	\$0.00	(\$4,125.00)	0.00
01-1-04518-000-000	IDEA Part B (611) Base, E/P	\$0.00	(\$108,565.00)	(\$57,213.00)	(\$51,352.00)	52.69
01-1-04525-000-000	Fed Voc (Carl Perkins)	\$0.00	(\$80.00)	\$0.00	(\$80.00)	0.00
01-1-04531-000-000	Title IV, Part B, 21st Century	\$0.00	(\$50,000.00)	(\$51,780.00)	\$1,780.00	103.56
01-1-04708-000-000	MIPS	(\$4,266.28)	(\$16,000.00)	(\$23,629.26)	\$7,629.26	147.68
01-1-04709-000-000	MAAPS	(\$1,755.65)	(\$10,000.00)	(\$9,439.91)	(\$560.09)	94.39
01-1-04969-000-000	Title IV, Part A	(\$10,000.00)	\$0.00	(\$10,000.00)	\$10,000.00	0.00

01-1-04998-000-000	ESSER III	(\$28,060.00)	(\$81,806.00)	(\$78,600.00)	(\$3,206.00)	96.08
01-1-05301-000-000	Insurance Adjustments	\$0.00	(\$2,000.00)	(\$5,725.18)	\$3,725.18	286.25
Subtotal 01 - General Fund		(\$844,693.56)	(\$7,886,194.00)	(\$8,067,063.80)	\$180,869.80	102.29
02-1-01510-000-000	Interest	(\$156.88)	\$0.00	(\$1,898.46)	\$1,898.46	0.00
Subtotal 02 - Depreciation Fund		(\$156.88)	\$0.00	(\$1,898.46)	\$1,898.46	0.00
03-1-01510-000-000	Interest On Account	(\$0.28)	\$0.00	(\$5.23)	\$5.23	0.00
03-1-05200-000-000	General Fund Transfers	\$0.00	(\$20,000.00)	\$0.00	(\$20,000.00)	0.00
Subtotal 03 - Employee Benefit Fund		(\$0.28)	(\$20,000.00)	(\$5.23)	(\$19,994.77)	0.03
06-1-01510-000-000	Interest On Account	(\$4.88)	(\$40.00)	(\$50.08)	\$10.08	125.20
06-1-01620-000-000	Extra Items (A La Carte)	\$0.00	(\$105,600.00)	(\$24,580.15)	(\$81,019.85)	23.27
06-1-01630-000-000	Special Function Sales	(\$753.03)	\$0.00	(\$5,049.11)	\$5,049.11	0.00
06-1-01990-000-000	Other Local (Misc)	(\$58.13)	\$0.00	(\$690.18)	\$690.18	0.00
06-1-03150-000-000	State Lunch Reimb	(\$997.06)	(\$950.00)	(\$997.06)	\$47.06	104.95
06-1-04210-000-000	Federal Reimbursement	(\$13,763.33)	(\$250,000.00)	(\$211,651.68)	(\$38,348.32)	84.66
06-1-05200-000-000	General Fund Transfer	\$0.00	(\$20,000.00)	(\$90,000.00)	\$70,000.00	450.00
06-1-05300-000-000	SALE OF PROPERTY	\$0.00	\$0.00	(\$220.00)	\$220.00	0.00
Subtotal 06 - School Nutrition Fund		(\$15,576.43)	(\$376,590.00)	(\$333,238.26)	(\$43,351.74)	88.49
07-1-01100-000-000	Property Tax	(\$40,795.45)	(\$560,000.00)	(\$518,862.90)	(\$41,137.10)	92.65
07-1-01115-000-000	Carline Tax	\$0.00	(\$360.00)	(\$419.67)	\$59.67	116.57
07-1-01120-000-000	Pub Power 5% Gross	\$0.00	\$0.00	(\$796.38)	\$796.38	0.00
07-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$69.73)	(\$800.00)	(\$1,197.64)	\$397.64	149.70
07-1-01510-000-000	Interest	(\$1,513.70)	(\$6,000.00)	(\$13,095.47)	\$7,095.47	218.25
07-1-03130-000-000	Homestead Exemption	(\$1,342.66)	\$0.00	(\$5,370.64)	\$5,370.64	0.00
07-1-03131-000-000	Prop Tax Credit	\$0.00	\$0.00	(\$39,947.80)	\$39,947.80	0.00
07-1-03133-000-000	Nameplate Capacity	\$0.00	\$0.00	(\$221.76)	\$221.76	0.00
07-1-03180-000-000	Pro Rate MV	\$0.00	(\$1,000.00)	(\$973.93)	(\$26.07)	97.39
Subtotal 07 - Bond Fund		(\$43,721.54)	(\$568,160.00)	(\$580,886.19)	\$12,726.19	102.24
08-1-01100-000-000	Property Tax	(\$16,029.21)	(\$220,000.00)	(\$279,822.44)	\$59,822.44	127.19
08-1-01115-000-000	Carline Tax	\$0.00	\$0.00	(\$199.82)	\$199.82	0.00
08-1-01120-000-000	Pub Power 5% Gross	\$0.00	\$0.00	(\$312.86)	\$312.86	0.00
08-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$28.44)	\$0.00	(\$1,001.19)	\$1,001.19	0.00
08-1-01510-000-000	Interest	(\$110.34)	\$0.00	(\$3,764.80)	\$3,764.80	0.00
08-1-03130-000-000	Homestead Exempt	(\$527.47)	\$0.00	(\$2,109.88)	\$2,109.88	0.00
08-1-03131-000-000	Prop Tax Credit	\$0.00	\$0.00	(\$15,693.78)	\$15,693.78	0.00
08-1-03133-000-000	Nameplate Capacity	\$0.00	\$0.00	(\$87.12)	\$87.12	0.00
08-1-03180-000-000	Pro Rate MV	\$0.00	\$0.00	(\$459.68)	\$459.68	0.00
Subtotal 08 - Special Building Fund		(\$16,695.46)	(\$220,000.00)	(\$303,451.57)	\$83,451.57	137.93

09-1-01100-000-000	Property Tax	(\$11,654.72)	(\$160,000.00)	(\$147,243.71)	(\$12,756.29)	92.02
09-1-01115-000-000	Carline Tax	\$0.00	(\$85.00)	(\$119.48)	\$34.48	140.56
09-1-01140-000-000	Pen/Int on Delinquent Taxes	(\$19.39)	\$0.00	(\$294.58)	\$294.58	0.00
09-1-01510-000-000	Interest	(\$99.99)	(\$300.00)	(\$632.30)	\$332.30	210.76
09-1-03130-000-000	Homestead	(\$383.62)	\$0.00	(\$1,534.48)	\$1,534.48	0.00
09-1-03131-000-000	Prop Tax Credit	\$0.00	\$0.00	(\$11,413.48)	\$11,413.48	0.00
09-1-03133-000-000	Nameplate Capacity Tax	\$0.00	\$0.00	(\$63.36)	\$63.36	0.00
09-1-03180-000-000	Pro Rate MV	\$0.00	(\$225.00)	(\$277.47)	\$52.47	123.32
09-1-09003-000-000	Interfund Loan from Building Fund	\$0.00	\$0.00	(\$50,000.00)	\$50,000.00	0.00
Subtotal 09 - QCPUF Fund		(\$12,157.72)	(\$160,610.00)	(\$211,578.86)	\$50,968.86	131.73
Grand Total		(\$933,001.87)	(\$9,231,554.00)	(\$9,498,122.37)	\$266,568.37	102.89

Superior Public Schools

June 2024 Expense Budget Report

FUND	FUNCTION	June 2024 Expenditures	2023-2024 Budget	Actuals (YTD)	Available	% of Budget Spent
01 - General Fund	01100 - Regular Instruction	\$233,740.15	\$3,193,377.00	\$2,168,988.79	\$1,024,388.21	67.92
01 - General Fund	01125 - Academic Intervention (Flex-Spending)	\$436.43	\$5,800.00	\$5,339.77	\$460.23	92.07
01 - General Fund	01150 - Limited English Proficiency	\$464.11	\$6,300.00	\$4,640.14	\$1,659.86	73.65
01 - General Fund	01160 - Poverty Programs	\$24,383.43	\$302,000.00	\$242,818.01	\$59,181.99	80.40
01 - General Fund	01200 - Special Education - School Age	\$108,524.94	\$1,052,400.00	\$814,772.16	\$237,627.84	77.42
01 - General Fund	01291 - Special Education - Ages 3-5	\$16,193.51	\$207,200.00	\$155,717.44	\$51,482.56	75.15
01 - General Fund	01292 - Special Education - Ages 0-2	\$2,636.91	\$75,600.00	\$27,272.91	\$48,327.09	36.08
01 - General Fund	01300 - Summer School	\$0.00	\$26,000.00	\$0.00	\$26,000.00	0.00
01 - General Fund	02110 - Attendance/Social Work Services	\$0.00	\$10,000.00	\$5,967.27	\$4,032.73	59.67
01 - General Fund	02120 - Guidance Services	\$11,121.82	\$141,300.00	\$111,933.23	\$29,366.77	79.22
01 - General Fund	02130 - Health Services	\$515.37	\$16,700.00	\$9,825.65	\$6,874.35	58.84
01 - General Fund	02140 - Psychological Services	\$0.00	\$19,500.00	\$38,712.74	(\$19,212.74)	198.53
01 - General Fund	02141 - Psychological Services - School Age	\$11,720.52	\$67,000.00	\$58,857.60	\$8,142.40	87.85
01 - General Fund	02142 - Psychological Services - Ages 3-5	\$0.00	\$4,000.00	\$984.08	\$3,015.92	24.60
01 - General Fund	02143 - Psychological Services - Ages 0-2	\$270.00	\$2,000.00	\$1,003.68	\$996.32	50.18
01 - General Fund	02151 - Speech Path and Deaf Ed - School Age	\$10,347.96	\$192,550.00	\$159,001.51	\$33,548.49	82.58
01 - General Fund	02152 - Speech Path and Deaf Ed - Ages 3-5	\$3,052.64	\$38,000.00	\$30,519.20	\$7,480.80	80.31
01 - General Fund	02153 - Speech Path and Deaf Ed - Ages 0-2	\$2,550.32	\$22,500.00	\$23,547.32	(\$1,047.32)	104.65
01 - General Fund	02161 - Occupational Therapy- School Age	\$0.00	\$22,000.00	\$17,586.79	\$4,413.21	79.94
01 - General Fund	02162 - Occupational Therapy - Ages 3-5	\$0.00	\$8,000.00	\$10,187.82	(\$2,187.82)	127.35
01 - General Fund	02163 - Occupational Therapy-Ages 0-2	\$0.00	\$4,000.00	\$6,305.37	(\$2,305.37)	157.63
01 - General Fund	02171 - Physical Therapy - School Age	\$749.25	\$13,000.00	\$13,041.00	(\$41.00)	100.32
01 - General Fund	02172 - Physical Therapy-Ages 3-5	\$222.75	\$4,000.00	\$3,562.00	\$438.00	89.05
01 - General Fund	02173 - Physical Therapy-Ages 0-2	\$182.25	\$2,000.00	\$3,112.00	(\$1,112.00)	155.60
01 - General Fund	02181 - Vision Services - School Age	\$1,000.00	\$2,800.00	\$5,562.50	(\$2,762.50)	198.66
01 - General Fund	02183 - Vision Services - Ages 0-2	\$312.50		\$1,687.50	(\$1,687.50)	
01 - General Fund	02190 - Student Activities	\$10,025.02	\$24,000.00	\$35,965.66	(\$11,965.66)	149.86
01 - General Fund	02212 - Instruction/Curriculum Development	\$0.00	\$46,500.00	\$5,400.00	\$41,100.00	11.61
01 - General Fund	02213 - Instructional Staff Training	\$0.00	\$14,000.00	\$1,820.00	\$12,180.00	13.00
01 - General Fund	02220 - Library/Media Services	\$10,238.66	\$158,300.00	\$112,387.05	\$45,912.95	71.00
01 - General Fund	02224 - Educational Television Services	\$318.33	\$5,000.00	\$3,085.94	\$1,914.06	61.72
01 - General Fund	02230 - Instruction-Related Technology	\$8,597.45	\$198,600.00	\$132,310.78	\$66,289.22	66.62
01 - General Fund	02240 - Academic Student Assessment	\$0.00	\$1,500.00	\$15,685.69	(\$14,185.69)	1,045.71
01 - General Fund	02310 - Board of Education	\$101.73	\$35,000.00	\$28,703.72	\$6,296.28	82.01
01 - General Fund	02320 - Superintendent	\$18,927.47	\$242,550.00	\$195,869.38	\$46,680.62	80.75
01 - General Fund	02330 - District Legal Services	\$1,608.00	\$15,000.00	\$10,005.00	\$4,995.00	66.70
01 - General Fund	02410 - Principal	\$20,971.41	\$405,200.00	\$294,977.89	\$110,222.11	72.80
01 - General Fund	02490 - School Administration Other	\$9,352.15	\$87,500.00	\$69,616.95	\$17,883.05	79.56
01 - General Fund	02510 - Business Office	\$11,824.04	\$200,000.00	\$151,159.19	\$48,840.81	75.58
01 - General Fund	02570 - Personnel Services	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00

01 - General Fund	02610 - Custodial	\$24,567.60	\$409,500.00	\$306,683.84	\$102,816.16	74.89
01 - General Fund	02620 - Building Maintenance	\$10,651.77	\$356,400.00	\$124,516.67	\$231,883.33	34.94
01 - General Fund	02630 - Grounds Maintenance	\$3,714.03	\$63,000.00	\$20,045.45	\$42,954.55	31.82
01 - General Fund	02650 - Non-Pupil Vehicle	\$81.51	\$12,000.00	\$3,550.56	\$8,449.44	29.59
01 - General Fund	02660 - Security	\$0.00	\$10,000.00	\$9,042.86	\$957.14	90.43
01 - General Fund	02670 - Safety	\$16,036.00	\$8,000.00	\$17,537.17	(\$9,537.17)	219.21
01 - General Fund	02710 - Regular Transportation	\$14,639.55	\$289,000.00	\$171,349.70	\$117,650.30	59.29
01 - General Fund	02712 - School Age SPED Transportation	\$3,613.64	\$50,300.00	\$38,686.35	\$11,613.65	76.91
01 - General Fund	02713 - Preschool Transportation	\$2,282.78	\$37,500.00	\$27,035.31	\$10,464.69	72.09
01 - General Fund	02730 - Regular Vehicle Maintenance	\$2,061.13	\$29,000.00	\$26,493.75	\$2,506.25	91.36
01 - General Fund	02732 - School Age SPED Vehicle Maintenance	\$37.20	\$11,500.00	\$2,531.54	\$8,968.46	22.01
01 - General Fund	02733 - Preschool Vehicle Maintenance	\$180.91	\$5,000.00	\$1,159.51	\$3,840.49	23.19
01 - General Fund	02900 - Other Support Services	\$0.00		\$8,850.00	(\$8,850.00)	
01 - General Fund	03300 - Community Services Operations	\$4,126.43		\$6,718.41	(\$6,718.41)	
01 - General Fund	03535 - High Ability Learners	\$6,841.67	\$41,750.00	\$14,717.97	\$27,032.03	35.25
01 - General Fund	03551 - Career Education	\$0.00		\$7,488.96	(\$7,488.96)	
01 - General Fund	06200 - Title IA	\$3,477.05	\$94,150.00	\$90,729.48	\$3,420.52	96.37
01 - General Fund	06310 - Title IIA	\$0.00	\$15,689.00	\$14,869.00	\$820.00	94.77
01 - General Fund	06406 - IDEA Preschool (619) Base Allocation	\$1,952.64	\$4,125.00	\$4,138.64	(\$13.64)	100.33
01 - General Fund	06408 - IDEA Part B (611)	\$9,489.63	\$108,565.00	\$94,896.30	\$13,668.70	87.41
01 - General Fund	06968 - 21st Century Learning	\$0.00	\$50,000.00	\$50,000.00	\$0.00	100.00
01 - General Fund	06992 - REAP	\$0.00	\$30,000.00	\$28,039.10	\$1,960.90	93.46
01 - General Fund	06998 - ESSER III	\$11,659.51	\$82,000.00	\$83,937.77	(\$1,937.77)	102.36
01 - General Fund	08000 - Transfers (Outgoing)	\$0.00	\$95,000.00	\$108,000.00	(\$13,000.00)	113.68
Subtotal 01 - General Fund		\$635,802.17	\$8,679,656.00	\$6,238,952.07	\$2,440,703.93	71.88%
02 - Depreciation Fund	02900 - Other Support Services	\$13,833.10	\$494,017.00	\$101,167.44	\$392,849.56	20.48
Subtotal 02 - Depreciation Fund		\$13,833.10	\$494,017.00	\$101,167.44	\$392,849.56	20.48%
03 - Employee Benefit Fund	02900 - Other Support Services	\$0.00	\$66,459.00	\$4,144.98	\$62,314.02	6.24
Subtotal 03 - Employee Benefit Fund		\$0.00	\$66,459.00	\$4,144.98	\$62,314.02	6.24%
06 - School Nutrition Fund	03100 - Food Services Operations	\$22,730.04	\$421,653.00	\$318,503.23	\$103,149.77	75.54
Subtotal 06 - School Nutrition Fund		\$22,730.04	\$421,653.00	\$318,503.23	\$103,149.77	75.54%
07 - Bond Fund	05000 - Debt Service	\$40,021.25	\$1,207,791.00	\$523,452.50	\$684,338.50	43.34
Subtotal 07 - Bond Fund		\$40,021.25	\$1,207,791.00	\$523,452.50	\$684,338.50	43.34%
08 - Special Building Fund	02620 - Building Maintenance	\$0.00	\$50,000.00	\$0.00	\$50,000.00	0.00
08 - Special Building Fund	04700 - Building Improvements	\$0.00	\$1,316,720.00	\$542,336.08	\$774,383.92	41.19
08 - Special Building Fund	05000 - Debt Service	\$3,997.50	\$129,000.00	\$128,775.00	\$225.00	99.83
08 - Special Building Fund	09003 - Interfund Loan	\$0.00		\$50,000.00	(\$50,000.00)	
Subtotal 08 - Special Building		\$3,997.50	\$1,495,720.00	\$721,111.08	\$774,608.92	48.21%
09 - QCPUF Fund	04500 - Building Acquisition and Construction	\$0.00	\$97,876.00	\$0.00	\$97,876.00	0.00
09 - QCPUF Fund	05000 - Debt Service	\$6,408.75	\$147,700.00	\$148,087.50	(\$387.50)	100.26
Subtotal 09 - QCPUF Fund		\$6,408.75	\$245,576.00	\$148,087.50	\$97,488.50	60.30%
Grand Total		\$722,792.81	\$12,610,872.00	\$8,055,418.80	\$4,555,453.20	63.88%

Superior Public Schools

July 2024 Checks for Payment Listing Report

Payee	Description	Amount
Allison White	postage-band letters	\$72.60
Amazon Capital Services	fire alarm batteries	\$54.40
Amazon Capital Services	Elementary supplies	\$170.35
Amazon Capital Services	Henry supplies	\$672.65
Amazon Capital Services	Parks-computer mount	\$27.99
Amazon Capital Services	Furniture mover	\$969.99
Amazon Capital Services	Heller phone supplies	\$41.94
Amazon Capital Services	White supplies	\$29.99
Amazon Capital Services	Whetzal computer desk	\$99.99
Amazon Capital Services	Rachel Renz supplies	\$499.19
Amazon Capital Services	Heller phone supplies	\$6.99
Amplify Education Inc	K-5 Reading/LA materials	\$5,855.33
Andrew Miller	fuel S&C Session	\$34.09
Angie Ehlers	Reimb-Kids Club supplies	\$77.58
Apple Inc.	Mental Health Grant-iPads	\$1,798.00
B-Green Lawn Care	sprinkler turn on and repairs	\$666.00
Baker & Son Disposal LLC	May/June 2024 trash service	\$1,200.00
Bomgaars Supply	maintenance/grounds supplies	\$337.40
Brodstone Healthcare	June 2024 PT services	\$121.50
Cody Fierstein	cell phone stipend	\$50.00
Computer Hardware	Staff laptop bags	\$272.55
Computer Hardware	Mental Health grant-Chromebooks	\$28,840.50
Computer Hardware	Grade 1 Chromebooks	\$11,775.00
Computer Hardware	Interactive panel, stand	\$2,130.00
Computer Hardware	Staff Chromebooks	\$1,638.00
Computer Hardware	IPad Keyboard Cases	\$603.00
Cooperative Producers, Inc	Van 1 gas	\$19.88
Curriculum Leadership Institute	2023-2024 pymt 12	\$2,700.00
Curriculum Leadership Institute	2024-2025 pymt 1	\$2,200.00
Dereck Kirchhoff	reimb Kids Club supplies	\$17.98
Educational Service Unit #9	Laserfiche Migration	\$1,888.76
Educational Service Unit #9	Roach, Schoof Science Retreat	\$40.00
Educational Service Unit #9	May 2024 BAF Psych services	\$891.00
Educational Service Unit #9	May 2024 BAF SLP services	\$2,184.00
Educational Service Unit #9	May 2024 BAF Vision services	\$125.00
Educational Service Unit #9	May 2024 deaf educator	\$142.00
Educational Service Unit #9	May 2024 SA Psych services	\$3,132.00
Educational Service Unit #9	May 2024 SA SLP services	\$7,691.04
Educational Service Unit #9	May 2024 Vision services	\$375.00
Energized Electric	sprinkler repair	\$523.03
EPS Operations	Baker-workbooks, teacher sets	\$2,142.39
FES	Socail media cancellation fee	\$800.00
Glenwood Telecommunications	July 2024 internet services	\$152.95
Glenwood Telecommunications	July 2024 landline services	\$186.38
Harris School Solutions	2024-25 Census software	\$881.57
Harris School Solutions	2024-25 AptaFund/ESS software	\$5,833.17
Head Start	2023-2024 GOLD Assessments	\$556.60
HireRight, LLC	2024-2025 screening services	\$306.60
Hometown Leasing	eGold fax	\$64.63
Hometown Leasing	copiers/printers lease	\$1,777.00
Ideal Market	Kids Club supplies	\$70.26
Jodi Fierstein	cell phone stipend	\$50.00
John Whetzal	cell phone stipend	\$50.00

JW Pepper & Son Inc	Christmas Concert music	\$132.99
Kenny's Lumber and Farm Supply Inc	maintenance supplies	\$12.49
Kenny's Lumber and Farm Supply Inc	maintenance supplies	\$28.46
KRFS AM/FM	help wanted ads	\$120.00
KSB School Law, PC LLO	June 2024 legal services	\$216.00
Learning Without Tears	Writing books	\$2,227.50
Lexia Learning Systems LLC	LETRS training	\$4,889.00
Logan Christiancy	cell phone stipend	\$50.00
Matheson Tri-Gas Inc	welding gas tank rental	\$154.30
NRCSA	2024-25 Membership	\$850.00
One Source	background checks	\$57.00
Petro Plus	June 2024 fuel	\$861.89
Pine Cove Consulting, LLC	July 2024 monthly managed services	\$1,906.67
Pine Cove Consulting, LLC	July 2024 monthly backup/restore	\$450.00
PowerSchool Group LLC	2024-25 Schoology subscription	\$5,064.35
Precision Signs & Graphics	room/name inserts	\$168.00
Protex Central Inc	2024 fire alarm, rangehood inspections	\$450.00
S & S Worldwide, Inc.	Elem construction paper	\$165.33
South Central Electric LLC	cord, receptacle installation	\$218.00
South Central Nebraska USD #5	Feb-May 2024 OT services	\$19,427.02
Stephanie Corman	cell phone stipend	\$50.00
Student Assurance Services, Inc	2024-2025 Student insurance	\$646.00
Stuhr Museum of the Prairie Pioneer	Grade 5 field trip	\$240.00
Superior Ace Hardware	maintenance supplies	\$241.04
Superior Industries LLC	shot clock bracket alterations	\$235.00
Superior Motor Parts	maint supplies	\$3.84
Superior Motor Parts	maint supplies	\$3.84
Superior Motor Parts	Van 2 fuel cap	\$16.64
Superior Outdoor Power Center	mower clutch	\$131.77
Superior Publishing Co., Inc	Help wanted ads	\$235.20
Superior Publishing Co., Inc	mtg notices/proceedings	\$117.27
Superior Utilities	May-Jun 2024 monthly utilities	\$7,186.54
The Sherwin-Williams Company	paint	\$602.70
U.S. Bank	Walmart-Kids Club supplies	\$33.97
U.S. Bank	Walmart-Kids Club supplies	\$184.83
U.S. Bank	Hulu-monthly subscription	\$82.38
U.S. Bank	Burlington Village-band uniform cleaning	\$237.50
U.S. Bank	Brewsky's-Roach meals	\$39.41
U.S. Bank	Mosyle-2024-25 license renewal	\$972.00
U.S. Bank	Mosyle-iPad licenses	\$18.00
U.S. Bank	Audimute-acoustic panels	\$896.00
U.S. Bank	Embassy Suites-Roach lodging	\$134.00
Verizon Connect	monthl GPS mileage tracker	\$169.97
Verizon Wireless	cell phone service	\$164.01
Woodwards Disposal	shredding service	\$25.00
Yandas Music & Pro Audio	tenor sax repair	\$80.00
Yandas Music & Pro Audio	trumpet repair	\$70.30
Yandas Music & Pro Audio	clarinet repair	\$69.71
Yandas Music & Pro Audio	clarinet repair	\$48.01
Zearn	2024-25 Elem subscription	\$2,500.00
		<u>\$145,730.20</u>

Gen Fund Payroll & Benefits

\$440,688.46

TOTAL

\$586,418.66

5037
Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.

9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.

10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.

11. Students 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, but is not limited to, a bug, virus, worm, or Trojan Horse.

12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.

13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

14. Students shall not forge electronic mail messages or web pages.

II. **Enforcement**

A. **Methods of Enforcement**

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.

2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.

4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. **Consequences for Violation of this Policy**

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:

~~a. Enrollment in Stop It Class (Page 4 of this Policy)~~

~~b.~~ a. Loss of computer privileges;

~~c.~~ b. Short-term suspension;

~~d.~~ c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and

~~e.~~ d. Other discipline as school administration and the school board deem appropriate.

2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Children's Online Privacy Protection Act (COPPA)

A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: June 11, 2018

Revised on: _____

Reviewed on: February 14, 2022



~~STOP IT TICKET~~

Student Name: _____

Grade: _____

~~Policy Violation:~~



~~Gaming during class~~

☐

~~Social Media during class~~

☐

~~Messaging during class~~

☐

~~Inappropriate post, video, photos, search, etc.~~

☐

~~Online bullying~~

☐

~~Other: _____~~

Offense:

☐

~~First Offense—Enrolled in STOPiT Class~~

☐

~~Second Offense—Enrolled in STOPiT Class & Loss of electronic devices privileges for 1 week~~

☐

~~Third Offense—Enrolled in STOPiT Class & loss of electronic devices privileges for 2 weeks~~

☐

~~Fourth Offense—Enrolled in STOPiT Class & loss of electronic devices privileges for the rest of the semester~~

~~**After the 4th offense student loses electronic privileges for remainder of school year~~

Comments: _____

Note to Parents & Students: You have been enrolled in our STOPiT class for this month. Please report to STOPiT on _____
at 3:30 p.m. The class will last one (1) hour and a project must be completed to receive credit for attending. Failure to do so may result in an in-school suspension. Repeat offenders may lose all privileges of electronic devices at school.

Principal Date

Student Date

Parent Date

4021
Voluntary Early Retirement Incentive Program

~~Qualifications—~~

- ~~A. To be eligible to participate a person must be employed by Superior Public School District as a certified teacher or administrator.~~
- ~~B. Full time and part time certified employees may participate in the Voluntary Early Retirement Incentive Program. Part time certified employees must be employed halftime or more to be eligible and credited with service.~~
- ~~C. In order for a certified employee to be eligible for the Voluntary Early Retirement Incentive Program they must: (1) be fifty five (55) years of age on or before August 1st of the calendar year the application deadline of February 1st is to be met; and have completed at least twenty (20) years of credited service to the Superior Public School District, including credited service to Guide Rock, Lawrence, Nelson, Sandy Creek, and Superior Public Schools—Prior to 2007-2008 or the end of the unification with mentioned schools. Credited service shall be calculated on the yearly full time equivalency (F.T.E.).~~

~~Enrollment Requirements—~~

- ~~A. Participants in the Voluntary Early Retirement Incentive Program shall resign from their certified position with the Superior Public School District effective for the end of the current contract year. The resignation and application for the Voluntary Early Retirement Incentive Program must be made by February 1st for the following year. The resignation shall be contingent upon the acceptance of the application for the Voluntary Early Retirement Incentive Program.~~
- ~~B. The Superintendent shall deliver to all qualifying certified employees a copy of the Voluntary Early Retirement Incentive Program along with the Application and Agreement on or before December 1st preceding the February 1st application deadline. The Application and Agreement is attached hereto as Exhibit "A" and is incorporated herein by this reference.~~
- ~~C. If the person participating in the Voluntary Early Retirement Incentive Program is reemployed by the Superior Public School District as a certified employee to a position of .5 F.T.E. or greater within four (4) years of September 1st of the year in which said resignation is effective, said employee shall refund to the school district that portion of the monies received under this program that has not elapsed as of the date said employee is reemployed on a per diem pro rata basis. This provision shall not apply to the person if serving as a substitute teacher for the school district on a per diem basis.~~

~~Application—~~

~~Any certified employee who meets the qualifications set forth above shall be eligible to participate in the Voluntary Early Retirement Incentive Program. Each qualifying employee has until February 1st to submit a signed Application and Agreement along with a letter of resignation effective at the conclusion of the current contract year to the Board of Education via the Superintendent's office. The Superintendent shall review the Application and Agreement to verify the employee's record to determine eligibility for the program. If eligible, the Board of Education of Superior Public School District shall approve or disprove the Application and Agreement at the March Board Meeting. If the Board of Education believes that the number of requests for the Early Retirement Incentive Program exceeds the funds available to pay the requested and~~

~~currently in effect Voluntary Early Retirement Incentive Program's separation benefits, the Board of Education shall, in its own discretion, determine the number of applications to be approved. If the Board of Education receives more applications for the program than it approves, the Board of Education shall approve the applications on the basis of the credited years of service of the applicants with the applicant having the greatest credited years of service receiving approval in preference to those with lesser credited years of service. If the affected certified employees have equal service, then the applicant who first submitted their application shall be given priority.~~

~~Eligibility of Employees Receiving Notice of Change in Contract, Termination, Cancellation, or Reduction in Force~~

~~A certified employee who receives notice of possible contract termination or contract modification because of reduction in force, shall be eligible to participate in the Voluntary Early Retirement Incentive Program if: 1) the certified employee is otherwise eligible to participate in the Voluntary Early Retirement Incentive Program; 2) the certified employee submits to the Superintendent an application within seven (7) days after receiving notice of possible termination or modification of contract due to reduction in force; 3) the certified employee resigns their employment with the school district effective for the end of the current contract year; 4) the certified employee expressly waives their right to a hearing before the Board of Education concerning the possible termination or modification of contract due to reduction in force; 5) the certified employee waives any and all other rights they may have concerning the reduction in force, including, but not limited to, any and all recall rights.~~

~~If a decision by the Board of Education to terminate or cancel a certified employee's contract is subsequently set aside by a court of law, the certified employee shall be permitted to participate in the program if: 1) the Voluntary Early Retirement Incentive Program is not at a financial obligation capacity; 2) the certified employee is otherwise eligible to participate in the Voluntary Early Retirement Incentive Program; 3) the certified employee enters into an agreement in a form which is satisfactory to the school district, whereby the certified employee agrees to waive any claim to back pay or damages arising out of wrongful termination and/or cancellation of the certified employee's contract.~~

Benefits

~~A qualified certified employee shall receive a monetary benefit equal to \$1,040.00 per year of service to the Superior Public School District up to a maximum of \$26,000.00 (25 years).~~

~~The amount of the benefit to be paid to the qualified certified employee shall be paid in four equal payments. Those four equal payments will be made on September 15 of the first year, September 15 of the second year, September 15 of the third year, and September 15 of the fourth year.~~

~~The Superior Public School District shall fund the entire cost of the Voluntary Early Retirement Incentive Program. The Board of Education shall, through the Superintendent, administer the Voluntary Early Retirement Incentive Program.~~

~~The certified employee shall name a beneficiary on the application before the application is considered complete. If, upon the death of the certified employee and prior to the full yearly benefit payout, the beneficiary shall receive the remaining benefits as scheduled each of the remaining years.~~

~~The Voluntary Early Retirement Incentive Program has been determined to be taxable income for state and federal income tax purposes, and will be treated as such. To provide a tax deferred program the Superior Public School District has selected Edward Jones as the fiscal agent for all~~

~~retirees of this program. Each retiree will select a tax deferred account at Edward Jones. All benefit payments will be made to the retiree via their account at Edward Jones.~~

~~A retired employee will have the opportunity to continue participation in the school District's group health insurance benefit plan pursuant to the provisions of COBRA (Comprehensive Omnibus Budget Reconciliation Act) following retirement upon payment by the employee of the monthly insurance premiums or by becoming life members in their professional organization and participating in the retiree EHA health/dental plan.~~

~~Modification or Elimination of the Program~~

~~The Board of Education of the Superior Public School District may choose to modify or eliminate the provisions of the program upon majority vote of the board at a Regular or Special Board Meeting.~~

A. PURPOSE

The Early Retirement Incentive Program (Program) is intended to benefit qualified certificated employees who are considering retirement. The Program's objectives include, but are not limited to, the following:

1. Offering financial incentives which will assist long-term employees who are considering retirement;
2. Reducing costs to the school district by replacing maximum salaried employees with lesser salaried employees; and
3. Providing a balance of employee experience.

B. QUALIFICATIONS

1. Certificated Employee. To participate in the Program, a person must be a teacher or administrator certificated by the Nebraska Department of Education, and employed by the School District in a capacity which requires such certification.

2. Full-Time Equivalency. Certificated employees who are employed 1.0 full-time equivalency (FTE) in an employment position that requires a certificate from the Nebraska Department of Education may participate in the Program. Part-time employees must be employed at least 0.5 FTE to be eligible, and any part-time employee's benefits under such a plan shall be pro-rated based on their FTE as of December 1st of the employee's final contract year.

3. Minimum Age and Years of Service. To be eligible for this Program, a certificated employee must: (a) be 55 years of age on or before August 31st after the school year of application (*i.e.*, August 31, 2025 of the 2024-2025 school year); (b) have completed at least 20 total years of continuous, credited service in the employment of the School District (including Superior Public Schools and Guide Rock, Lawrence, Nelson, Sandy Creek, and Superior prior to 07-08 or the end of the unification of the schools mentioned); and (c) meet any other criteria established by the board of education for eligibility for that year (such as department or building eligibility). Credited service shall be defined as continuous employment with the School District as a certificated employee through the employee's last year of service in an employment position that requires a certificate from the Nebraska Department of Education. Board-approved leave for

military service, for a sabbatical or for a leave of absence, or any leave required to be granted according to law, shall not be included as credited years of service. In determining years of credited service with the district for the purpose of meeting the eligibility requirement of 20 total years of service, less than full-time employment would reduce the employee's full-time equivalent employment for a school year. For example, an employee employed on a half-time (.5 FTE) basis would be credited with half a year (.5) of full-time equivalent employment and credited service.

C. ENROLLMENT REQUIREMENTS

1. Resignation. Participants in the Program will resign their positions with the school district effective at the close of the school year in consideration for the benefits outlined below.

2. Application. An employee must submit a signed Application and Agreement form to the Board on or before February 1st of the employee's last school year of employment. The Superintendent shall deliver to all qualifying employees a copy of the policy and application on or before December 1 preceding the deadline for application of February 1. The superintendent shall review the employee's record to determine whether the employee is eligible for the Program. The Board will notify the applicant on or before March 15th of its action on his or her application.

3. Employee's Ineligibility. An employee who, for any reason, does not complete the contract year in which they are seeking to participate in the program is not eligible to participate unless otherwise required by law. An employee who has received written notice of possible contract nonrenewal, termination, or cancellation, shall not be eligible to participate in this Program unless (1) the notice is withdrawn by the administration, (2) after a hearing before the Board, the Board determines that said employee's employment should not be ended, or (3) the Board's action to end the employee's employment is overturned by law.

D. BENEFITS

1. Calculation of Benefits: The benefit to be paid under this Program shall be \$1,040.00 multiplied by the number of years of service of continuous service to the School District, up to a maximum of \$26,000 (25 years).

2. Payment of Benefit. The benefit shall be paid to the teacher in 4 equal payments. The first payment shall be made in September of the calendar year of the teacher's resignation, with the remaining payments made in September of the following calendar years.

3. Limitation on Payment. The Board shall, in its sole and unfettered discretion, determine whether to budget and fund any Early Retirement Incentive Program payments in a particular year, and shall determine the total amount of such payments, if any, that will be made available for such payments.

4. Source of Funds. The School District shall pay the entire cost of the plan.

5. Administration. This Program shall be administered by the Board by and through the Superintendent of the School District.

6. Beneficiary Designation. In order for the application to be considered complete, a beneficiary must be designated.

7. Income Tax Consequences. To provide a tax deferred benefit for employees, the School District will secure the services of a third party who can establish and administer a tax deferred account for eligible employees. The employee is responsible for all tax obligations as an individual.

8. COBRA Rights. A separating employee will have the opportunity to continue health insurance benefits as may be permitted by the provisions of the Comprehensive Omnibus Budget Reconciliation Act or other applicable law.

9. Repayment upon Reemployment. If the employee participating in the Program is reemployed by the School District as a certified employee to a position of .5 FTE or greater within 4 years of September 1st of the year in which said resignation is effective, said employee shall refund to the School District that portion of the monies received under this program that has not elapsed as of the date said employee is reemployed on a per diem pro rata basis. This provision shall not apply to the person if serving as a substitute teacher for the School District on a per diem basis.

E. ADMINISTRATION

Application and Waiver. An employee who elects to participate in the Program, and the school district (through its board of education), shall execute the Application and Agreement, Exhibit "A" attached hereto. That Application and Agreement shall inform the employee that the Voluntary Separation Program is totally voluntary in nature and provides each employee at least 45 days to consider the ramifications of participation in the Program before making a decision. An employee may waive the 45 day consideration period. The Application and Agreement shall also include a specific Waiver and Release of Claims of the participants' rights under the Age Discrimination and Employment Act (ADEA), 29 USC § 621-63 and the Act Prohibiting Unjust Discrimination in Employment Because of Age, NEB. REV. STAT. § 48-1001 *et seq.*, the Employee Separation Income Security Act of 1974 (ERISA), 29 USC § 1001 *et seq.*, and all other state and federal constitutions, statutes and regulations that relate to the validity of the Program, and allows the employee to revoke the Release or Waiver at any time within seven (7) days after submitting the Application and Agreement, and advises the employee to consult with an attorney before signing the Application and Agreement.

An employee who submits an application to participate in the Program may withdraw the application within 7 days after submitting it, but not afterward without the written consent of the board of education. Each application will be reviewed on an individual basis. The board shall, in its sole discretion, determine the number of applications to be approved in any given year.

If the Board receives more applications for voluntary separation than it approves, the Board shall approve the applications as follows:

- a. The Board will approve the application of the employee whose salary is higher, as determined by the employee's placement on the salary schedule index (excluding all unit pay).
- b. If the salaries of those involved are exactly the same, the Board will approve the application of the employee who first signed and returned his or her employment contract or renewal agreement for the then current contract year.
- c. If the salaries and signing dates of those involved are exactly the same, the Board will approve the application of the employee which was submitted earlier.

An employee's application to participate is in itself not a resignation of a contract with the School District. However, the Board's approval of an employee's application will be considered the approval of the employee's voluntary resignation and termination of the employee's continuing contract. If the Board does not approve an employee's application, the employee's contract will continue in effect, and the employee will remain an employee by the School District unless he or she otherwise resigns or their contract is ended pursuant to applicable law.

F. TERM OF PROGRAM

This policy shall generally be reviewed annually and its availability terminated at any time at the Board's sole discretion. The Board will generally determine no later than its regular November meeting the number of early retirement applications that will be accepted in the then current school year and any other eligibility limitations or requirements (such as building or department requirements). In the event that no such determination is made, the program will not be available for that school year. This Program shall be offered only to eligible employees as defined herein, who satisfy the Program requirements prior to the applicable deadline, and who submit an ERIP Application and Agreement prior to the applicable deadline.

G. LIMITATIONS OF APPLICATIONS

The Board reserves the right to limit the number of voluntary separation applications granted during any single school year based on considerations including, but not limited to, budget restraints and staffing needs..

Adopted on: June 11, 2018
Revised on: February 11, 2020
Reviewed on: October 11, 2021

EARLY RETIREMENT INCENTIVE PROGRAM APPLICATION AND AGREEMENT

This Agreement is made this ____ day of _____, 20__, between Superior Public Schools (School District) and _____ (Employee).

RECITALS

1. The School District has established an Early Retirement Incentive Program (hereinafter referred to as the "Program") for the purpose of rewarding eligible certificated employees who are considering early separation or retirement in their employment plans;
2. Employee desires to participate voluntarily in the Program and is a certificated employee eligible under the School District's policy;
3. Employee has a full-time equivalency of at least 0.5 to 1.0 for the current school year;
4. Employee has completed at least 20 consecutive years of credited service in the employment of the School District as defined by Board policy; and
5. Employee is now 55 years of age or will be prior to August 31st after the school year of application (i.e., August 31, 2025 of the 2024-25 school year).

TERMS OF AGREEMENT

The parties, in consideration of the mutual covenants and stipulations set forth above, hereby agree as follows:

1. INCORPORATION OF BOARD POLICY: This Agreement is made pursuant to the Early Retirement Incentive Program Policy of the Board of Education. The provisions of that policy existing at the time this Agreement is signed are incorporated by this reference and made a part of this Agreement.

2. RESIGNATION: Subject only to the Board of Education's approval of the Employee's application to participate in the Program, the Employee voluntarily, unconditionally, and irrevocably (1) resigns his/her position with the School District effective at the end of the current school year; (2) waives any and all further notice or action by the Board of Education to terminate the Employee's continuing contract; and (3) waives any and all rights the Employee may have under NEB. REV. STAT. 79-824 *et seq.*, as those statutes now exist or as they may be amended. The Employee further authorizes the Board of Education to advertise for and contract with a replacement certificated employee for the Employee's position for the next school year. Approval of this Agreement by the Board of Education shall constitute an acceptance of the Employee's resignation. The Employee agrees that he/she may not be eligible for part-time or full-time employment at the School District if the Board approves the Employee's application to participate in the Program. While the School District may decide to employ the Employee in some capacity after retirement (i.e. substitute teacher), the Employee agrees that the School District has no obligation to rehire the Employee in any capacity at the School District. NOTE: Returning to work anywhere that participates in the Nebraska Public Employees' Retirement System (NPERS) within 180 days of your retirement may impact your ability to receive payments

through NPERS. Please contact NPERS for further information.

3. BENEFITS: In consideration for the Employee's voluntary resignation set forth in paragraph 2 above, the Employee shall receive the following benefits:

- (a) **TOTAL AMOUNT OF BENEFITS:** The Employee shall be paid the sum of \$1,040.00 multiplied by the number of years of continuous credited services to the School District, up to a maximum of \$26,000 (25 years).
- (b) **PAYMENT OF BENEFITS:** The benefits to be paid to the Employee shall be paid in 4 equal installments. The School District shall pay the first installment in September of the calendar year in which the Employee resigns, and shall pay an installment in September of each of the following 3 calendar years.
- (c) **REPAYMENT:** If the Employee is reemployed by the School District as a certified employee to a position of .5 FTE or greater within 4 years of September 1st of the year in which said resignation is effective, the Employee shall refund to the School District that portion of the monies received under this Program that has not elapsed as of the date the Employee is reemployed on a per diem pro rata basis. This provision shall not apply to serving as a substitute for the School District on a per diem basis.

5. BENEFICIARY DESIGNATION: In the event of the Employee's death after the effective date of resignation, any sum of money otherwise due to the Employee under the terms of this Agreement will be paid to the following designated beneficiary pursuant to the provisions of this Agreement.

Beneficiary: _____

Address: _____

Social Security Number: _____

6. TAX CONSEQUENCES: Payments provided for under the Program have been determined to be taxable income for state and federal income tax purposes, unless the payments are placed in a tax deferred account and by law do not require the withholding or payment of applicable taxes by the School District or the Employee.

7. EMPLOYEE'S VOLUNTARY ACT. The Employee acknowledges that he/she has had forty-five (45) or more days to consider the ramifications of participation in the Program or hereby waives the same; that his/her participation in the Program is voluntary; and that he/she was not coerced in any manner to participate in the Program. The Employee acknowledges having been advised in writing by this Agreement to consult an attorney regarding his/her participation in the Program and execution of this Agreement.

8. WAIVER AND RELEASE OF CLAIMS: In consideration of the promises and payments specified in this Agreement, the Employee releases the School District and its officers, board members, administrators, employees, agents, representatives, successors, and assigns from all claims, demands, and actions, past or present, known or unknown, arising out of and/or related in any way, either directly or indirectly, to his or her employment with the School District, the termination of his or her employment, and/or any actions or occurrences taking place up to and including the date of execution of this Agreement, including but not limited to claims or rights under the Nebraska Wage Payment and Collection Act, Title VII of the Civil Rights Act of

1964, as amended, the Age Discrimination in Employment Act, the Civil Rights Act of 1866 and 1871, or any other Civil Rights Acts as amended, claims or rights under 42 U.S.C. § 1981, through and including 42 U.S.C. § 1988, the Americans with Disabilities Act, § 504 of the Rehabilitation Act, the Family Medical Leave Act of 1993, the Nebraska Act Prohibiting Unjust Discrimination Because of Age, all claims or rights relating to discrimination on the basis of age, race, color, religion, sex, disability, handicap, or national origin before the federal Equal Employment Opportunity Commission, the Nebraska Equal Opportunity Commission, and any state or federal court under any state or federal constitution, law, rule, or regulation, or claims or rights of whatever nature arising under any other state, federal, or local constitution, executive order, statute, regulation, or ordinance arising from his or her employment or contractual relations with the School District or his or her resignation of employment. The Employee represents that no claims have now been filed against the School District. The Employee acknowledges that nothing in this agreement prohibits Employee from filing a Complaint with the Equal Employment Opportunity Commission or any other similar state agency, the Occupational Safety and Health Administration, the Secretary of Labor or otherwise participating in matters pending before those agencies. However, in the event the Employee files such a charge or complaint, he or she shall be entitled to no relief, no reinstatement, no remuneration, no damages, no back pay, no front pay and no compensation whatsoever from the School District as a result of such charge or complaint, since the Employee has released and extinguished any right to such relief under this agreement. The Employee also releases all contract, tort, and common law claims, and claims for attorney's fees, costs and expenses. The employee covenants not to institute any complaints or proceedings against the School District or any of the above-mentioned persons in the future with respect to any of the claims, demands, causes of action, or rights hereby released.

The Employee understands and acknowledges that, by giving up claims against the School District, he/she also gives up any claims that he/she may have against its predecessors, successors, subsidiaries, and affiliates, and any and all officers, directors, employees, and agents of the School District arising out of any actions, conduct, decisions, behavior, omissions, or events occurring up to the date hereof. Such waiver and release of claims does not cover rights or claims arising after the date of the execution of this contract. This Waiver and Release is given in exchange for consideration in addition to what the Teacher is already entitled to receive from the School District. The Employee acknowledges having been advised in writing to consult with an attorney before signing this Voluntary Early Retirement Incentive Program Agreement. The Employee further acknowledges having had sufficient time to decide whether or not to execute this Agreement, including the Waiver and Release of Claims.

9. REVOCATION AND CANCELLATION OF AGREEMENT: The Employee may revoke this Agreement for a period of seven (7) days following its execution. In order to revoke the Agreement, the Employee must submit a written statement to the Superintendent indicating that he/she is exercising his/her right to cancel the Agreement. This Agreement shall not become effective or enforceable until the revocation period has expired.

Dated: _____

Employee

STATE OF NEBRASKA)

) ss.

_____ COUNTY)

Before me, a notary public duly qualified in and for _____ County, personally came _____, known to me to be the identical person who signed the foregoing instrument, and acknowledged the execution thereof to be his/her voluntary act and deed.

Witness my hand and notarial seal this ____ day of _____, 20__.

Notary Public

Dated: _____

President, _____ Public Schools Board
of Education

ATTEST:

Secretary, _____ Public Schools Board of
Education

STATE OF NEBRASKA)

) ss.

_____ COUNTY)

Before me, a notary public duly qualified in and for _____ County, personally came _____, known to me to be the identical person who signed the foregoing instrument and acknowledged the execution thereof to be his voluntary act and deed as President of the Superior Public Schools Board of Education, and further acknowledged that having the authority to bind said school district to the terms contained in this instrument and that his/her signature of the same is the voluntary act and deed of the Board of Education of the School District.

Witness my hand and notarial seal this ____ day of _____, 20__.

Notary Public

**RESOLUTION OF THE BOARD OF EDUCATION OF
Superior Public Schools
403(b)/457(b) RESOLUTION**

WHEREAS, the Board of Education (the “Board”) of Superior Public Schools (the “District”) has reviewed all applicable materials and desires to participate in the “ESSDACK Consortium 403(b)/457(b) Retirement Plan” (the “**Plan**”), for the purpose of providing an alternative retirement plan for the District that is in our employees’ best interests.

WHEREAS, we understand the Plan is intended to be considered as a qualified retirement arrangement under Section 403(b)/457(b) of the Internal Revenue Code and its applicable Regulations, as amended from time to time; and

WHEREAS, the District has the authority to adopt the Plan in the manner set forth below;

NOW THEREFORE BE IT

RESOLVED, that the District hereby agrees to be a participating employer in the ESSDACK Consortium 403(b)/457(b) Retirement Plan, to be effective as of the required implementation date as set forth under the Plan;

FURTHER RESOLVED, that the District’s Superintendent, and any such other employees and other designees he or she shall so appoint, is authorized to take whatever other actions are necessary to fully implement the Plan, including but not limited to the preparation of any applicable Plan documents, employer participation agreements or undertake such other needs or actions as are required to fully implement the Plan for our District’s use.

IN WITNESS WHEREOF, these resolutions are executed on_____, 20____.

CERTIFIED BY AND ATTESTED TO:

Printed Name and Title of Signer

Lora A. Whetzal

301 4th Street, Centralia, KS 66415 • whetzal.lora@gmail.com • (785)294-2082

EDUCATION

Master of Education (2003) - Fort Hays State University, Hays, KS

Library Media K-12

Bachelor of Arts in Elementary Education (1991) - Bethany College, Lindsborg, KS

LICENSURE

Kansas State Board of Education

Elementary K-9

English Language Arts 6-12

Library Media K-12

PROFESSIONAL EXPERIENCE

USD 380 Vermillion - Centralia Public Schools - Centralia, KS (Aug. 2010 - May 2024)

- English Language Arts Teacher 6-12
- District Leadership Team (8 yrs.)
- Building Leadership Team (8 yrs.)
- Co-Director of school play (7 yrs.)
- Asst. Lady Panthers Basketball Coach (7 yrs.)
- Sponsor - Kansas Association for Youth (3 yrs.)
 - Class of 2010, 2016, 2019, & 2024 (19 yrs.)

USD 498 Valley Heights JR-SR High School - Blue Rapids, KS (Aug. 2006 - May 2010)

- English Language Arts Teacher 7-9
- Reading and Math Remediation Teacher 9-11
- Building Leadership Team (3 yrs.)
- Sponsor - Kansas Association for Youth (4 yrs.)
 - Class of 2007, 2008, 2009, 2010 (4 yrs.)

USD 427 - Republic County Public Schools - Belleville, KS (Aug. 2000 - May 2005)

- Library Media Specialist 9-12 (5 yrs.)
- Physical Education & Health Teacher (1 yr.)
- Asst. Lady Buffaloes Basketball Coach (6 yrs.)
- Asst. Track Coach (6 yrs.)
- Sponsor - Kansas Association for Youth (6 yrs.)

Lawton Public Schools - Central Junior High - Lawton, OK (Aug. 1997 - May 1999)

- General Science Teacher -
- Head Basketball Coach (2 yrs.)

Cache Public Schools - Cache, OK (Aug. 1995 - May 1997)

- Life Science Teacher 7
- Asst. Basketball Coach (2 yrs.)
- Asst. Track Coach (2 yrs.)

Faxon Public Schools - Faxon, OK (Aug. 1992 - May 1995)

- ELA and Science Teacher 7-8
- Math Teacher 7
- Physical Education Teacher 5-8
- 5-8 Boys and Girls Basketball Coach (3 yrs.)

NON-CERTIFICATED EMPLOYMENT AGREEMENT

This employment agreement is made by and between Superior School District, referred to herein as the "District," and **Morgan Kroeger**, referred to herein as the "Employee."

WITNESSETH: The District agrees to employ the Employee and the Employee agrees to accept such employment subject to the terms set forth below:

1. **Term of Employment.** This contract shall commence on the **1st** day of **August, 2024**. This contract shall terminate on the **31st** day of **July, 2025**, or may be terminated pursuant to Section 7 of the contract, whichever occurs first.
2. **At-Will Nature of Employment; Duties of Employee.** The Employee is employed as an "at will" employee and accepts employment on that basis. The District may amend this contract at any time upon giving written or oral notice to the Employee. The Employee's duties and extent of employment are subject to assignment by the Superintendent of Schools or the Employee's supervisor. The Employee's assignment for the **2024-25** school year is **Business Manager**. The Employee's compensation is dependent upon the extent of his/her employment and duties. The Employee agrees at all times to perform all of his/her duties faithfully, industriously, and to the best of his/her ability, experience and talents.
3. **Days and Hours of Employment.** The days and hours of employment shall be as assigned by the Superintendent of Schools or the Employee's supervisor. The Employee's assignment for the term of this contract will generally require the Employee to observe the following weekly work schedule: **8 hours per day**.
4. **Compensation.** For the term of this contract, the Employee's wage shall be **\$56,500.00/year to be paid in 12 monthly payments**. This Agreement is subject to the provisions of the School Employees Retirement Act.
5. **Fringe Benefits.** The Employee shall receive the following fringe benefits for the term of this contract:
 - a. **Paid Holidays.** The Employee shall receive paid holidays as described in the Superior Public School District's Staff Handbook.
 - b. **Vacation.** The Employee shall receive **10** vacation days for the term of this contract. If either party to this contract terminates the employment relationship during or at the conclusion of the term of this agreement, the Employee shall be compensated for each day of unused vacation at the hourly rate and scheduled work hours described above. If the parties continue the employment relationship beyond the next school year, the Employee may carry forward any accrued but unused vacation days. If the Employee carries forward accrued vacation days, he/she shall receive additional vacation days for the next contract year to bring the total of accrued vacation days to **10**. In no event shall the Employee receive additional days beyond the **10** day accrual cap.
 - c. **Sick Leave.** The Employee shall receive 8 paid sick days for the term of this contract. The Employee may use paid sick leave under the terms and conditions specified in the Superior Public School District's Staff Handbook. If either party to this contract terminates the employment relationship during or at the conclusion of the term of this contract, the Employee ***shall not*** be compensated for any unused sick leave. If the parties continue the employment relationship beyond the term of this contract, the Employee may carry forward any accrued but unused sick days. The Employee may accrue up to 45 days of sick leave, and in no event shall the Employee receive additional days beyond the 45 day accrual cap.
 - d. **Insurance.** The Employee shall receive health insurance (employee receives coverage at appropriate tier level – Single, Employee & Child(ren), Employee & Spouse, or Employee, Spouse & Child(ren)) as well as single dental insurance. The Employee's insurance coverage will match the specifications for health and dental insurance detailed in the master contract between the School District and the Superior Public School District Education Association. This reference to the master contract in no way incorporates the terms and conditions of that contract into this agreement.

6. **Policies, Rules and Regulations.** The Employee agrees to be governed by the policies of the Board of Education, the rules and regulations of the District, the Staff Handbook, and the directives of supervisors. The Employee agrees that the policies of the Board of Education and rules and regulations of the District may be changed at any time, with or without notice to the Employee.
7. **Termination of Employment.** This agreement creates no property right in continued employment and may be terminated by either party, with or without cause and without a hearing, upon giving of oral or written notice. The Superintendent of Schools may, acting upon his/her own initiative, terminate the Employee's employment; and such termination will be effective upon the date of the issuance of the notice.
8. **Compensation Upon Termination.** The Employee agrees that, upon termination of employment for any reason, any portion of compensation, whether in the form of wages or fringe benefits, paid or provided but not earned prior to the date of termination of this contract shall be refunded to the District by the Employee and may be withheld by the District from any payments to the Employee.
9. **Deductions.** The Employee authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Employee or the value of property or money entrusted to the Employee or owed by the Employee to the District during the course of the Employee's employment, if such property or money have not properly been returned to the District.
10. **Two or More Types of Work.** The Employee agrees that if he/she performs two or more different kinds of work for which different hourly rates are paid, payment for overtime hours will be at a rate of one and one-half times the hourly non-overtime rate based on the weighted average of such rate for the types of work performed.
11. **No Off-Premises Work.** Unless the Employee is assigned to drive a school vehicle, the Employee shall perform all work assignments on school premises and during regular assigned working hours. The Employee may not take work home or work away from District premises without the express consent of the Superintendent.
12. **Entirety of Agreement and Amendments.** The Employee certifies that he/she has read the foregoing Employment Agreement, fully understands its terms and conditions, agrees to all its terms, and agrees that it constitutes the entire agreement and that no representations, promises, agreements or undertakings, written or oral, not herein contained shall be of any force or effect. It is specifically agreed that this Employment Agreement shall be subject to modification only by a written instrument signed by the Employee and the Superintendent.
13. **Applicable Law.** This agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

Employee

Superintendent/Authorized Designee

Date

Date



GREENBUSH
THE EDUCATION SERVICE CENTER

Teacher Evaluation

Teacher Name: _____

Evaluation Period: _____

Building and Assignment: _____

Name of Evaluator: _____

Teachers serving in their **1st** or **2nd** year must have the evaluation completed no later than the **60th** work day of the fall semester. Additionally, they must have the evaluation completed a second time no later than the **60th** work day of the Spring Semester.

Teachers serving in their **3rd** or **4th** year must have the evaluation completed by **February 15** of each year.

Teachers serving in years **5** and above must complete the evaluation cycle at least once every three years by **February 15** of the year in which they are evaluated.

The teacher should complete the self-evaluation and submit it to his/her supervisor no later than _____.

In years between regularly scheduled evaluations, or at any time deemed necessary by the evaluator, the teacher will develop annual, measurable goals to be reviewed by the teacher and his/her evaluator.

General Practice: During the completion of classroom observations, the evaluator generally will directly observe Domains 2 and 3 and mark the performance categories on the rubrics accordingly. Domains 1 and 4 are generally longitudinally observed and may not always be marked during each observation.

Ratings: Please refer to the evaluation rubrics to determine level of performance to complete the self-evaluation and the supervisor's evaluation of the teacher. As necessary, attach evidence or artifacts to support your level of assessment, especially for levels 1 and 4.

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 1: Planning and Preparation	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Demonstrates Knowledge of Content and Pedagogy			
Content and the structure of discipline			
Content related pedagogy			
2. Demonstrates Knowledge of Students			
Learners and the learning process			
Students' skills, knowledge and language proficiency			
Students' interests and cultural heritage			
Students' special needs			
3. Demonstrates Knowledge of Instructional Design & Assessment			
Setting instructional outcomes			
Clarity of outcomes			
Learning activities			
Instructional groups			
Design of formative assessments			
Feedback to students			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 2: The Classroom Environment	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Establishes the Setting and Culture for Learning			
Creating an environment of respect and rapport			
Expectations for learning and achievement			
Safety and accessibility			
Arrangement of furniture and use of physical resources			
2. Manages Classroom Procedures and Student Behavior			
Management of instructional groups			
Management of transitions			
Management of materials and supplies			
Expectations			
Monitoring of and response to student behaviors			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 3: Instruction	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Communicates with Students and Responds to Their Needs			
Expectations for learning			
Directions and procedures			
Explanations of content			
Use of oral and written language			
Lesson adjustment			
Response to students			
2. Engages Students in Learning			
Quality of questions			
Discussion techniques			
Student participation			
Activities and assignments			
Grouping of students			
Instructional materials and resources			
Structure and pacing			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 4: Professional Responsibilities	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Communicates with Families About Learning			
Student completion of assignments and learning progress			
Information about students and the instructional program			
Engagement of families in the instructional program			
2. Grows and Develops Professionally			
Relationships with colleagues			
Involvement in a culture of professional inquiry			
Reflective practitioner and receptivity to feedback from colleagues			
Enhancement of knowledge and pedagogical skill			
3. Shows Professionalism			
Integrity and ethical conduct			
Decision making			
Compliance with school and district regulations			

Domain 5: Multiple Measures of Student Performance

*2 measures are required - 3 are recommended

Measure 1:	M=Met NM = Not Met
Measure 2:	M=Met NM = Not Met
Measure 3:	M=Met NM = Not Met

Summative Evaluation Ratings

Using the 4 Domains Framework, the summative evaluation rating is:	Given the Multiple Measures, the comprehensive summative evaluation rating is:
☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

Employee/Teacher

Date

Evaluator/Supervisor(s)

Date

Note: Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content. Should the employee wish to submit a written rebuttal to any item in this document, it must be submitted to the direct supervisor within 14 calendar days of the date of the signature on this document.

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Domain 1: Planning and Preparation	Self Assessment	Supervisor Evaluation
1. Demonstrates Knowledge of Content and Pedagogy		
Content and the structure of discipline		
Content related pedagogy		
2. Demonstrates Knowledge of Students		
Learners and the learning process		
Students' skills, knowledge and language proficiency		
Students' interests and cultural heritage		
Students special needs		
3. Demonstrates Knowledge of Instructional Design & Assessment		
Setting instructional outcomes		
Clarity of outcomes		
Learning activities		
Instructional groups		
Design of formative assessments		
Feedback to students		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 2: The Classroom Environment	Self Assessment	Supervisor Evaluation
1. Establishes the Setting and Culture for Learning		
Creating an environment of respect and rapport		
Expectations for learning and achievement		
Safety and accessibility		
Arrangement of furniture and use of physical resources		
2. Manages Classroom Procedures and Student Behavior		
Management of instructional groups		
Management of transitions		
Management of materials and supplies		
Expectations		
Monitoring of and response to student behaviors		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 3: Instruction	Self Assessment	Supervisor Evaluation
1. Communicates with Students and Responds to Their Needs		
Expectations for learning		
Directions and procedures		
Explanations of content		
Use of oral and written language		
Lesson adjustment		
Response to students		
2. Engages Students in Learning		
Quality of questions		
Discussion techniques		
Student participation		
Activities and assignments		
Grouping of students		
Instructional materials and resources		
Structure and pacing		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 4: Professional Responsibilities	Self Assessment	Supervisor Evaluation
1. Communicates with Families About Learning		
Student completion of assignments and learning progress		
Information about students and the instructional program		
Engagement of families in the instructional program		
2. Grows and Develops Professionally		
Relationships with colleagues		
Involvement in a culture of professional inquiry		
Reflective practitioner and receptivity to feedback from colleagues		
Enhancement of knowledge and pedagogical skill		
3. Shows Professionalism		
Integrity and ethical conduct		
Decision making		
Compliance with school and district regulations		

Domain 5: Multiple Measures of Student Performance

*2 measures are required - 3 are recommended

Measure 1:	M=Met NM = Not Met
Measure 2:	M=Met NM = Not Met
Measure 3:	M=Met NM = Not Met

Summative Evaluation Ratings

Using the 4 Domains Framework, the summative evaluation rating is:	Given the Multiple Measures, the comprehensive summative evaluation rating is:
☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

Employee/Teacher

Date

Evaluator/Supervisor(s)

Date

Note: Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content. Should the employee wish to submit a written rebuttal to any item in this document, it must be submitted to the direct supervisor within 14 calendar days of the date of the signature on this document.

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Domain 1 Rubric: Planning and Preparation

1. Demonstrates Knowledge of Content and Pedagogy

Element	Ineffective	Developing	Effective	Highly Effective
Content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Content related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

2. Demonstrates Knowledge of Students

Element	Ineffective	Developing	Effective	Highly Effective
Learners and the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays incomplete or inaccurate awareness of the importance of knowing students' special learning or medical needs.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

3. Demonstrates Knowledge of Instructional Design & Assessment

Element	Ineffective	Developing	Effective	Highly Effective
Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity of outcomes	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some are moderately challenging, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent are appropriately challenging, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

Domain 2 Rubric: The Classroom Environment

1. Establishes the Setting and Culture for Learning

Element	Ineffective	Developing	Effective	Highly Effective
Creating an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

2. Manages Classroom Procedures and Student Behavior

Element	Ineffective	Developing	Effective	Highly Effective
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of and response to student behaviors	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 3 Rubric: Instruction

1. Communicates with Students and Responds to Their Needs

Element	Ineffective	Developing	Effective	Highly Effective
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

2. Engages Students in Learning

Element	Ineffective	Developing	Effective	Highly Effective
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain 4: Professional Responsibilities

1. Communicates with Families About Learning

Element	Ineffective	Developing	Effective	Highly Effective
Student completion of assignments and learning progress	Teacher's system for maintaining information on student completion of assignments and learning progress is in disarray.	Teacher's system for maintaining information on student completion of assignments and learning progress is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective. Students participate in maintaining the records.
Information about students and the instructional program	Teacher provides minimal information to families about individual students and the instructional program. The communication is inappropriate and/or the teacher does not respond, or responds insensitively, to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to family concerns.	Teacher communicates with families about students' progress and the instructional program on a regular basis and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress and the instructional program, with students contributing. Responses to family concerns are handled with great professionalism and sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

2. Grows and Develops Professionally

Element	Ineffective	Developing	Effective	Highly Effective
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Reflective practitioner and receptivity to feedback from colleagues	Teacher is not reflective and resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher is minimally reflective and accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher is reflective and welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher is highly reflective and seeks out feedback on teaching from both supervisors and colleagues.
Enhancement of knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

3. Shows Professionalism

Element	Ineffective	Developing	Effective	Highly Effective
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies and takes a leadership role with colleagues.

Appendix

Observation Notes / Comments

Goal Setting / Continuous Improvement Planning Document

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.
Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 1 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.
Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 2 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.
Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 3 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date

Superior Elementary School 2024-25 Student Handbook

**Superior Elementary School
601 W. 8th Street
PO Box 288
Superior, NE 68978
402-879-3257
855-498-1224 (fax)
www.superiorwildcats.org
[#NebraskaWildcatNation](https://twitter.com/NebraskaWildcatNation)**



**John Whetzal
Superintendent
402-879-3257 ext. 127**

**Jodi Fierstein
Elementary Principal
402-879-3257 ext. 225**

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WELCOME

Dear Students and Parents:

On behalf of the faculty, administration, and board of education, we welcome you to another school year. We are looking forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook. These forms are available on your family JMC account. They must be signed no later than Thursday, August 29, 2024.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher or speak with the building principal.

Sincerely,
Jodi Fierstein
Elementary Principal

INTENT OF HANDBOOK

This handbook is intended to be used by students, parents, and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word “parents” refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

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

NOTICE OF NONDISCRIMINATION

~~The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:~~

~~_____ Name: _____ John Whetzal
_____ Title: _____ Superintendent
_____ Address: _____ 601 West 8th Street
_____ Telephone: _____ 402-879-3257 ext. 127
_____ E-mail: _____ jwhetzal@superiorwildcats.org~~

~~For _____ further _____ information _____ on _____ notice _____ of _____ nondiscrimination, _____ visit <http://wdeobcolp01.ed.gov/GFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481. For additional prohibited discrimination and related information, please review school district Policy 3053—Nondiscrimination.~~

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator: Cesar Torres at 402-879-3257 ext. 116, ctorres@superiorwildcats.org, 601 W 8th St. Superior, NE 68978, or in person at school.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the following Title IX Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcat.org, 601 W 8th St. Superior, NE 68978, or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link:XXXXXXXXXX

Students who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 W 8th St. Superior, NE 68978, or in person at school.

Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent, John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 W 8th St. Superior, NE 68978, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the

appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

NO DISCRIMINACIÓN EN PROGRAMAS EDUCATIVOS Y ACTIVIDADES

~~Las escuelas públicas superiores no discrimina en base de raza, color, origen nacional, género, edad, discapacidad, estado civil, o basado en dichas clases protegidas, en la admisión o acceso, o tratamiento de empleo o programas educativos y actividades. Cualquier persona que tenga información o consultas con respecto a cualquier tal discriminación es dirigida en contacto con el Superintendente en la escritura en las escuelas públicas superiores, POB 288, Superior, NE 68978 o por teléfono al (402) 879-3257 ext 127. Cualquier persona puede comunicarse también con el Office of Civil Rights, U.S. Department of Education: por correo electrónico a OCR.KansasCity@ed.gov; por teléfono al (816) 268-0550; o por fax al (816) 268-0599, con respecto a las quejas de discriminación basado en raza, color, origen nacional, género, edad, discapacidad así como quejas relativas a la denegación del acceso o la otra discriminación contra Boys Scouts o de otros grupos juveniles.~~

~~Puede contactar a cualquier persona que tenga preguntas acerca de las escuelas públicas superiores cumplimiento de título II, título IV, Título IX y la sección 504:~~

~~John Whetzal, Superintendente
Superior de las escuelas públicas del distrito 65-0011
601 West 8th Street
Superior, NE 68978
(402) 879-3257 ext 127
jwhetzal@superiorwildcats.org~~

MISSION STATEMENT

The mission of the Superior Public Schools is to provide a student-centered environment that ensures personal success by developing resilient, healthy, productive citizens through partnerships with families and the community.

CHILD FIND

Superior Public School has the responsibility to identify, locate, and evaluate all children (birth through age 21) with disabilities and in need of special education related services, regardless of the severity of their disabilities. If you have questions or concerns about a child, please contact the Superintendent of Schools or Elementary School Principal (879-3257) concerning the district's special education referral process.

SECTION ONE BASIC SCHOOL RULES AND GENERAL PRACTICES

Accidents

A report is to be filed with the building principal of all accidents involving teachers and/or students. All accidents, including vehicular accidents, in which teachers are involved while performing services for the school district shall be immediately reported to the Superintendent.

Annual Health Screening Information

An annual health screening of students will be completed by the school nurse. This includes a measure of height and weight, oral screening for severe cavities and deformities, observation of and personal instruction on cleanliness. Grades K-5, 8, 10, and new students are given a farsighted vision screening and hearing screening. Kindergarten students will do a color vision test. Other students may be screened when a staff member or parent requests. Parents will be notified if their student does not pass the screening checks. Significant health information will be shared with appropriate staff.

Blood pressure screening is routinely done for grades 3,5,8,10 and 12. The nurse will also take BP readings on students as they request and as time permits. The nurse uses pediatric equipment for the appropriate ages and size of the child. The BP readings are compared to the percentile at risk chart established by the American Academy of Pediatrics. Any reading in the 90th percentile or above will be rechecked twice. If the BP continues in the 90th percentile or above, a note will be sent to the parents.

Scoliosis is a side-to-side curvature of the spine and early diagnosis is essential to allow for simple treatment. Treatment delayed beyond the growth years may limit their physical abilities. Progressive scoliosis will cause serious health complications later on if not treated. Parents will be notified if their child has any symptoms of a possible curvature. A diagnostic evaluation is recommended by the physician of your choice, and may involve a series of exams through the rapid growth years. Grade 5 is screened for scoliosis.

Health screenings will be conducted according to the DHHS Rules and regulations. If any parent wishes to object to any routine school screening of their student, they need to send a written statement within one week. However, parents are advised that they may be required to provide a medical exam report in place of allowing a health screening.

Attendance

Attendance Philosophy

The philosophy of Superior Schools is that student attendance is necessary for the proper education of the youth. Thus, regular attendance strengthens the student's educational growth and well-being. Students cannot contribute to, or gain from, the discussions in class unless they are in attendance.

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

~~This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.~~ This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form which can be obtained from the school office. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences and Make-Up Privileges

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student (a physician's verification is required after four (4) consecutive days of absence for illness).
2. Death or serious illness of the student's family member.
3. Attending a funeral, wedding, or graduation.
4. Observance of religious holidays of the student's own faith.
5. Personal or family vacations.
6. Medical appointments for the student or for a child whom the student is parenting.
7. Severe weather.
8. Appearance at court or for other legal matters.
9. Absences excused at the discretion of the Building Principal.

In order to ensure an absence is excused, and make-up privileges granted, the student must:

1. Have their parent/legal guardian call the office requesting an excused absence prior to the day of the absence.
2. In cases of student illness, **the office must be notified between 8:00-9:00 A.M. of the morning the student is absent due to illness.**

Participation in a school-sponsored activity is **not** considered an absence from school. Students should contact teachers for make-up work prior to leaving for the activity.

Students who, after being in attendance at school, find he/she must leave school, must obtain permission from the office in order to earn an excused absence and make-up privileges.

If, for some reason, it is impossible to notify the office prior to a student's absence, the parents may request a meeting with the principal in order to present reasons why the office was not notified pursuant to this policy. If the reasons are acceptable, make-up privileges will be granted to the student.

Parents who know in advance that a student will be absent must call the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Make-up Work

Students with excused absences, as defined above, will have **two (2) days** for each day absent to make up the assignments missed due to the excused absence. For example, a student with two consecutive days of excused absence will have four (4) days to make up work for all classes, starting with the day they return to school.

Upon their return to school, students must contact all teachers to determine what make-up work must be completed.

Unexcused Absences

All other absences are unexcused unless the student was given prior approval by the principal.

Excessive Absenteeism-Excused

In the case of habitual excused absences the classroom teacher will contact the parent to discuss the concern. If absences continue to occur, the principal will contact the parent to meet and develop a collaborative plan to reduce barriers identified to improve regular attendance.

Excessive Absenteeism-Unexcused

When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the district's policy to address barriers to the student's attendance.

When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer may/must file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, The Attendance Officer may file a report with the appropriate county attorney.

Start of School Day

Students are expected to arrive at school no earlier than 7:50 (unless eating school breakfast). **Prior to that time, the school is not responsible for the supervision of students.**

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

Students who are tardy at the beginning of the school day must report to the office before entering their classroom. The office will determine whether the tardy is excused or unexcused.

Tardiness

In the case of habitual tardiness the classroom teacher will contact the parent to discuss the concern. If tardiness continues, the principal will contact the parent for further discussion. If a solution is not found then a report will be made to the Department of Health and Human Services for Educational Neglect.

Band

Students may participate in the elementary band and begin taking band lessons in the 5th grade. Students in grades 7-8 may participate in the middle school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

Bills

Students should pay bills for supplies, fines, shop materials, clothing orders, etc. in the school bookkeeper's office. Any check for these payments should be made out to Superior Public Schools unless otherwise instructed. Pursuant to board policy, the district will assess an additional penalty of

\$30 for any check returned from the bank for insufficient funds. Report cards will not be delivered until all due bills have been paid.

Book Bags

Book bags will not be allowed in classrooms or hallways during the school day. Students may use book bags to carry books to and from school, but the book bags should be stored in their locker during the school day. This guideline is in place for the safety of students, teachers, and staff.

Books and Supplies

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students may supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. Each classroom teacher will prepare a supply list for students at the beginning of the school year. If parents are unable to provide the consumable supplies for their child, they may contact the building principal for assistance.

Breakfast and Lunch Periods

~~Students living in town and eating breakfast at school must be transported by parents to breakfast. There is no shuttle bus to breakfast.~~ Parents should drop off breakfast students at the main entrance of the Jr./Sr. High School. This entrance is located by the flagpole on the north side of the building. Students eating breakfast at school should be dropped off between 7:30 A.M. and 7:50 A.M. Students will walk directly into the cafeteria for breakfast. Students may bring their own breakfast or use the regular breakfast menu.

Students may not leave the building without permission from the administration. The campus is closed for all students. Students will not leave the school grounds during the lunch period. Students may bring their own breakfast/lunch or use the regular school menu. No pop, candy, or commercial foods can be brought to the school or purchased from the vending machines a half hour before and after the scheduled breakfast/lunch periods.

Students who bring their own lunch may purchase milk to go with their lunch. Pop should not be brought to school in sack lunches. Parents are always welcome to eat with their students at school, simply let the school know in advance by calling the office. Students may be allowed to eat at home on some occasions with written permission from their parent and approval from the building principal.

Bulletin Boards

Posters or fliers must be approved by the principal's office before being placed on bulletin boards or walls. Students who obtain permission to place posters are responsible for removing them at the conclusion of their importance.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The District's administrators will

consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion.

Reporting Bullying

Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district's anonymous platform, Safe2Help Nebraska, to make this report. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Cafeteria Rules

1. Respect others at all times.
2. No exchanging of food and/or drink.
3. No playing with food.
4. No pop or candy should be brought in sack lunches.
5. Students are to use proper manners including eating quietly.
6. There will be no throwing of food or other items.
7. Students should remain at their tables until they are dismissed.
8. Students should stay in line while waiting for food and while being dismissed.
9. Students should keep their hands and feet away from others.
10. Students must treat lunch personnel with respect.
11. Students who violate the above rules will be disciplined.

Cell Phones and Other Electronic Devices (including smart watches)

Regulations on Use

1. Elementary students, grades PK-5, are prohibited from using cell phones and other electronic devices (including smart watches) while at school, except as provided in this policy.
2. Elementary students may use cell phones and other electronic devices on school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or disruption. Students may not have cell phones and electronic devices while they are in locker rooms, classrooms, or restrooms.
3. Students must keep their cell phones and electronic devices in their lockers during school hours.
4. Elementary students may not use cell phones and electronic devices while riding in school vehicles unless they have express permission to do so from the driver of the vehicle.
5. Elementary students shall be personally and solely responsible for the security of their cell phones and other electronic devices. The district is not responsible for theft, loss, or damage to cell phones or other electronic devices.

6. Elementary students who violate this policy will have their cell phones and other electronic devices confiscated immediately. The administration will return confiscated electronic devices to the offending student's parent or guardian after a meeting to discuss the violation.

Violations

1. Prohibited Use of Cell Phones and Other Electronic Devices: Students shall not use cell phones and other electronic devices for:
 - a. activities which disrupt the educational environment;
 - b. illegal activities;
 - 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 the image or voice of another person, without the express permission of the person recorded, while on school grounds, at a school activity, or in a school vehicle, other than the recording of persons participating in school activities open to the public;
 - g. failing to promptly delete any recording or image in violation of this policy;
 - h. "sexting", or while on school grounds or at a school activity having any "sexting" message on their electronic devices regardless of when the message was received; or
 - i. activities that invade the privacy of others.

Any prohibited uses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, up to suspension and expulsion from school.

The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state ad/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Violations 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.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in any academic dishonesty in any form. Prohibited behavior includes:

- Obtaining, attempting to obtain, or aiding another person to obtain credit for work by any dishonest or deceptive means.
- Lying
- Copying another person's work or answers
- Discussing the answers or questions on a test or assignment unless specifically authorized by the teacher
- Taking or receiving copies of a test without the permission of the teacher.

- Using or displaying notes, “cheat sheets,” or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Submitting work or any other portion of work completed by another person.
- Failing to give credit for ideas, statements, facts, or conclusions which rightfully belong to another person.
- Failing to use quotation marks or other appropriate means of attribution when quoting directly from another person or source.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty is subject to discipline, up to and including expulsion.

Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; or (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Closed Campus

No elementary student may leave school grounds alone during the school day. Any parent who wants to pick up a child during the school day, no matter what the purpose, must come to the school office to do so. We reserve the right **not** to release the child to anyone other than the custodial parent. In cases of doubt, we phone the custodial parent to confirm that someone else is authorized to pick up the child.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a “best practice” guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child’s health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call Megan McMeen (school nurse) 879-3257 ext. 157 or Jodi Fierstein (Elementary Principal) 879-3257 ext 225.

In order to return to school after a communicable or infectious disease, the student must be suitably healthy and no longer be contagious. The following standards reflect general guidance in regards to various infections:

Chicken pox	After all lesions are scabbed over and dry
Conjunctivitis (Pink Eye)	After there is no discharge, or redness and eye is comfortable. Consulting with a doctor is encouraged.

Enteriobiasis (Pinworms)	After treatment is given. Essential to practice good hand washing.
Fifth Disease	No fever and Doctor's written permission
Impetigo	After treatment is started and lesions brought under control. Essential to practice good hygiene. When control is questionable a Doctor's written permission will be required.
Influenza/Common Cold	After fever is normal for 24 hours without the use of fever-reducing medication. Symptoms subsiding.
Hand, Foot and Mouth	After fever is normal for 24 hours without the use of fever-reducing medication. Symptoms (sore throat, blisters on hands/feet/mouth) subsiding.
Head Lice	<u>Students should be treated and nits removed before returning to school.</u> Students will isolate personal articles if 3 or more cases occur within one week in a homeroom. Further information on page 29 of this handbook.
Ringworm	After treatment is instituted. Essential to practice good hygiene. Encourage consulting with a physician.
Scabies	24 hours after treatment is started & Doctor's written permission.
Streptococcal Infection	24-48 hours after treatment started and symptoms have subsided. Encourage consulting physician. (Scarlet Fever, Scarletina, Strep Throat, etc.)
All others	Doctor's written permission and following exclusion periods recommended by NE Dept of Health.

Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

Complaint Procedure

~~Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is~~

~~subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.~~

~~A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.~~

Complaint and Appeal Process

~~1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.~~

~~2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.~~

- ~~a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building~~
- ~~b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.~~
- ~~c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.~~
- ~~d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.~~

~~3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:~~

- ~~a) Determine whether the complainant has discussed the matter with the staff member involved respondent.~~
 - ~~1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, the respondent, if appropriate.~~
 - ~~2) If the complainant refuses to discuss the matter with the staff member, the respondent, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.~~

- ~~b) — Strongly encourage the complainant to reduce his or her concerns to writing.~~
 - ~~c) — Interview the complainant to determine:
 - ~~1) — All relevant details of the complaint;~~
 - ~~2) — All witnesses and documents which the complainant believes support the complaint;~~
 - ~~3) — The action or solution, which the complainant seeks.~~~~
 - ~~d) — Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator receives the complaint.~~
- ~~4. — If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within another policy apply, and in addition to those requirements, the following also apply:~~
- ~~a) — This appeal must be in writing.~~
 - ~~b) — This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.~~
 - ~~c) — The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.~~
 - ~~d) — Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.~~
- ~~5. — If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board:~~
- ~~a) — This appeal must be in writing.~~
 - ~~b) — This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.~~
 - ~~c) — This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.~~
 - ~~d) — The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.~~
 - ~~e) — There is no appeal from a decision of the board.~~

~~6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:~~

- ~~a) Determine whether the complainant has discussed the matter with the superintendent.
 - ~~1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.~~
 - ~~2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.~~~~
- ~~b) Strongly encourage the complainant to reduce his or her concerns to writing.~~
- ~~c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.~~
- ~~d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.~~

~~**No Retaliation.** The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.~~

~~**Special Rules Regarding Educational Services and Related Services to Students with Disabilities.**~~

~~Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.~~

~~Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.~~

~~Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.~~

~~Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.~~

~~**Bad Faith or Serial Filings.** The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissal made pursuant to this section.~~

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.
 - a) The appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to

the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
 - a) When the complaint is about a board policy, not implementation of the policy;
 - b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
 - c) When the board is required by law, policy, or contract to hear a complaint or appeal.
6. If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
 - d) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.
 - e) There is no appeal from any decision of the board unless authorized by law.
7. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
 - a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

- b) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
- d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
- e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent

with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Conferences

Students' academic success has been closely linked to parental involvement in school. The school district has formal parent-teacher conferences during at the end of the first and third quarters. When the teachers and the principal deem them necessary, additional conferences will be scheduled with parents on a case-by-case basis.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the building principal to discuss parental concerns, student needs or any other issue.

Copyright and Fair Use

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their teacher or building principal, review the school district's copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Contact Information

Parents must supply the school with their student's address and telephone number. In addition to the parent/guardian's contact information, they must provide information about how to reach another responsible adult during the school day. ~~Students will be sent home with an emergency contact form at the beginning of the school year or when they register for classes.~~ The purpose of this contact information is to ~~provide the aforementioned information and to~~ ensure the school maintains accurate contact information that may be used in the event of an emergency. Parents must promptly inform the school if this contact information changes during the school year.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle, at a school activity or

that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

Dating violence training shall be provided to staff deemed appropriate by the administration and in accordance with Nebraska Law.

Discrimination and Harassment

~~The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities.~~ Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Cesar Torres, School Psychologist, at (402-879-3257 ext. 116), ctorres@superiorwildcats.org or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: John Whetzal at Superior Public Schools (402-879-3257 ext. 127), jwhetzal@superiorwildcats.org, 601 West 8th Street, Superior NE 68978 or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact John Whetzal, Superintendent at Superior Schools (402-879-3257 ext 127), jwhetzal@superiorwildcats.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Dress and Appearance

The dress of students attending the Superior Public School District is the responsibility of parents. Inappropriate dress by students is dress that interferes with the educational process of the school.

Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail. By regulation, the administration may establish specific attire that is prohibited.

~~The following are examples of unacceptable school attire:~~

- ~~1. — Spaghetti strap tops~~
- ~~2. — Clothing that does not properly and adequately cover the student's body. For example, bare midriff clothing, extremely tight shorts, shorts that expose the buttocks, etc.~~
- ~~3. — Pants or shorts worn below the waist.~~
- ~~4. — Exposed undergarments such as sports bras, underwear, etc.~~
- ~~5. — Jewelry (necklaces, rings, bracelets, etc.) that may pose a safety hazard.~~
- ~~6. — Headwear, such as caps/hats/bandanas in school buildings during the school day.~~
- ~~7. — Attire that advertises, promotes, or makes reference to drugs, alcohol, violence, tobacco, profanity, or sexual acts.~~
- ~~8. — Flip flop sandals.~~

Students are prohibited from wearing the following attire:

1. Clothing displaying indecent, suggestive or profane writing, pictures or slogans
2. Clothing that advertises or displays alcohol, tobacco or any illegal substance
3. Caps, hats and bandannas during the school day or at school-sponsored events, unless allowed by a faculty member
4. Bare feet (some type of footwear must be worn)
5. Short-shorts, biker shorts, or cutoffs
6. Hairstyles which distract from the learning process or the health and safety for either the student or others
7. Any clothing that could cause damage to others or school property
8. Clothing that is torn, ripped, or cut
9. Shirts, blouses, or other clothing worn unbuttoned, unzipped, or otherwise purposely unfastened
10. "Grubby clothes," those which are purposely torn or bedraggled or threadbare, dirty or disheveled
11. Costumes and/or those clothes intended only for leisure, entertaining or special occasions
12. Bare "midriff" (belly button) styles, see-through and low cut blouses, halters, tank tops or thin-strapped tops (spaghetti straps)
13. Pants and shorts worn below the waist so as to expose undergarments
14. Pants that drag on the floor
15. Chains hanging or attached to pants or shorts
16. Coats during school hours unless the student has permission from a faculty member
17. Clothing with tears or holes that expose flesh or underclothes

The school dress code will be in effect during the school hours and during school activities unless students are given permission by the principal to wear something different. The Principal or Superintendent will have authority to make the final decision regarding the appropriateness of attire and grooming.

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Continual violations of the dress code will result in disciplinary action up to suspension and expulsion.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing, or selling any drug, alcohol or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Fire Drills and Emergency Exits

As required by law, fire drills will be held at regular intervals. Fire drills are important and are to be treated seriously. Specific instructions for evacuation of the building for a fire drill will be given on the first day of school. Students will leave the room immediately when the fire alarm sounds. Conversation

should be kept at a minimum and lines should be kept well organized and moving rapidly. The first student out of a door should step aside and hold the door open for those that follow. The same procedure is used in case of a bomb threat.

Food and Drink Regulations

The classroom is meant to be an academic environment. Food, candy, and drink items, other than water, should be used on a limited basis in classrooms under the supervision of the classroom teacher. Food and drink containers cannot be taken to the lockers, unless it is the student's sack lunch brought from home. The juice, water and milk machines will remain on the entire school day.

Food Service Program

The Superior Public Schools participate in USDA's National School Lunch Program and offer a complete hot lunch program. Prices for lunch meals shall be determined by the Board of Education.

Pursuant to Superior Board Policy, students may NOT charge lunches. Students will be notified of their lunch status the last day of the week so meals can be taken care of early Monday morning. "Blue sheets" will be sent home with elementary students in their red folders when their lunch account or snack milk balance reaches five (5) lunches/milks or lower.

Breakfast

The school will serve breakfast daily from 7:30 a.m. until 8:00 a.m. Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast. The school district charges students \$1.50 and adults \$2.25 for breakfast.

Lunch

Lunch prices depend on the federal funding that the program receives. Lunch for K-5 is \$2.75. Lunch for 6-12 lunch is \$2.90 for students and \$4.00 for adults.

Payment for Meals

Students are encouraged to pay for meals several weeks in advance. Payment should be made to the bookkeeper in the office.

If a family account has no funds available to pay for a meal, the family account will be permitted to charge up to five meals. Thereafter, if the family account has no funds available to pay for a meal, no food will be provided.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them

again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

Notice of Non-discrimination

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. 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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the school district. 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.

Las agencias estatales o locales de SNAP y FDPIR, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, credo religioso, discapacidad, edad, creencias políticas, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o con discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] llamando al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf. y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

- (1) correo: 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; o
- (3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. A student's parent, or "caregiver" as that term is defined in the Nebraska Strengthening Families Act, must authorize a student to participate in a field trip by signing a permission slip and providing it to the school before the field trip. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

First-Aid

First-aid items may only be used by school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

Fundraising

No school or community fundraising activities will be sponsored without the consent of the administration.

Gifts

Students and their parents are discouraged from the routine presentation of gifts to district employees. This provision is not to be interpreted as discouraging acts of generosity in unusual circumstances.

Head Lice

Students found to have live head lice or louse eggs will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice or louse eggs the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice or eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Health Problems Limiting Activities

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If a student persistently requests to be excused from these activities, the building principal or classroom teacher may require a doctor's verification.

Parents should notify principal or superintendent if their student has any special health problems such as diabetes, asthma, or the like.

Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Homeless Children and Youth

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is John Whetzal, Supt., who may be contacted at 402-879-3257 ext. 127.

Illness or Injury at school

The school district will contact parents if a student becomes ill at school. Students becoming ill at school must report to the principal's office to obtain a pass and transportation home. **Under no circumstances is a student to simply leave school.**

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever necessary. When school officials determine that a student needs immediate medical attention but the parents cannot be reached by phone, emergency services will be summoned or the student will be taken directly to the doctor and/or hospital. Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

Immunizations

All students must furnish one of the following to school officials:

- proof of adequate immunizations for mumps, measles, rubella; diphtheria, pertussis, tetanus; polio; and hepatitis B series; or
- a signed parental statement of refusal to provide the immunization history.

Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records. A summary of the School Immunization Rules and Regulations are available upon request.

Provisional Enrollment. Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations.

Students who are excepted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Kindergarten Registration

During the 3rd quarter Parent-Teacher conferences, all prospective kindergarten students may be registered for the fall term during Kindergarten Registration. Children who will be **five** years of age on or before July 31st may register for the upcoming school year. Students who turn age six before January 1 of the upcoming school year **must** enroll for kindergarten. The student’s birth certificate is to be presented at this time.

Library Media Center

Students are encouraged to check out materials from the library, provided they return them on time. The media center may assess fees for overdue, damaged, or lost materials, books, or equipment.

Students must check out materials from the librarian on duty. Each borrower is responsible for all books checked out in his/her name. If a book is lost and not found by the end of the semester, the student will be asked to pay for it. Students will also be asked to pay for any damage they cause to library books.

Lockers and Other School Property

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

Lost and Found

All lost and found articles are to be taken to the office of the principal. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medications

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication. (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, the medication name and dosage, and directions for administering the medication. Only the amount needed at school is to be sent.

Non-prescription medication. (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication

All medicine must be accompanied by a parent/guardian's written permission. All medication must be taken to the office. If the above procedures are not followed, the administering of medicine will not be done at school.

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would

eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Opting Out of Assessments

The Board of Education has adopted a policy on approval and denial of state and federal assessment opt-out requests, which is based on requirements in law. The policy can be requested by contacting the Superintendent of Schools at 402-879-3257 ext. 127.

Parent and Family Engagement Policy - Title I

Superior Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015. The written District Title I 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 is as follow:

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I

Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

7. 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.

Participation in P.E., Art, Music, Band, and Outdoor Activities

Students may be excused from participation in a specialist's class or outdoor activities. However, the student is required to attend the class with his/her classmates. Parents who do not want their children to play outdoors or participate in the specialist's class must send a written request to school. Non-participation for more than three (3) days will require a doctor's written statement. The Specialist for the activity missed will make alternative assignments to be completed by the student. Requests for non-participation should be limited.

Parents should notify the principal or school nurse if their student has any special health problems such as diabetes, asthma, or the like.

Parties/Private Party Invitations

Elementary classes may have seasonal parties during the year. Recognized room parties include those held for Halloween, Christmas, and Valentine's Day. The school wellness committee does not recommend bringing treats with minimal nutritional value. Treats are not allowed for any other purposes, aside from when a teacher gives permission for birthday treats to be brought. Room parties are not to exceed one (1) hour in length and should be well organized. Room party activities must be approved by the classroom teacher. Any additional parties must receive prior approval from the Principal.

Invitations for private parties and non-school sponsored events may only be distributed at school if every student in the child's classroom receives an invitation.

PBiS (Positive Behavior Interventions and Supports)

Superior Elementary is a Nebraska PBIS School. PBiS is an evidence-based, data-informed process that works to increase student achievement, school attendance, and school success while decreasing challenging student behaviors. Our school wide umbrella expectations are Considerate, Accountable, Teamwork, and Safe (C.A.T.S.). We have implemented our school wide PBIS expectations in five common areas on the school campus. Each year classroom teachers along with input from their students will develop classroom expectations to be implemented. The specific expectations for each common area at Superior Elementary are listed below:

Common Area Expectations

Location	<u>C</u> onsiderate	<u>A</u> ccountable	<u>T</u> eamwork	<u>S</u> afe
Hallways	Keep hands and feet to yourself. Make room for others passing. Walk on the right side. Visit quietly in groups of 2-3. In larger groups the line is silent. Greet others appropriately (smile, wave, "hello").	Keep lockers neat and closed. Follow adult directions.	Help others pick up dropped items. Pick up trash on the floor. Keep hands, feet and face off walls, lockers and windows. Use door handles to open doors.	Use your walking feet. Eyes looking forward. Walk facing forward.
Bathrooms	Enter Quietly. Keep hands and feet to yourself. Flush, Don't Rush. Dry to 5. Leave Quietly.	Take 2 minutes. Be neat and check the seat. Follow adult directions.	Report messes or accidents to an adult. Keep your space while you wait. Keep it clean.	Use walking feet. Keep feet on the floor. Wash hands with soap and shake them over the sink.
Cafeteria	Use please and thank you with lunch staff. Visit quietly with others near you. Keep hands and feet to yourself.	Keep your space/table area clean. Get everything you need the first time in line. Take appropriate amounts of food.	Return unopened/sealed items to designated area. Keep your table area and floor clean. Eat over your tray.	Report messes/accidents. Stay seated until dismissed. Use walking feet.

		Follow adult directions.		
Bus	Keep hands off other people's things. Keep hands to yourself. Use kind words and actions. Patiently wait your turn. Visit quietly with others near you.	Follow technology rules. Follow adult directions.	Clean up after yourself. Check seat before you leave. Report problems to the driver. Keep your hands and face off windows.	Stay seated until bus stops. Keep feet on the floor. Use walking feet.
Recess	Allow anyone to join your game and encourage others. Keep your body to yourself. Take turns and share the space. (slides, swings, balls, basketball court, etc.)	Make sure equipment is dry before using. Keep sand and gravel inside their borders. Return equipment. Line up quickly when the bell rings. Follow adult directions.	Follow official game rules. (4-Square, Basketball, Kickball, tag games, etc.) Use good sportsmanship. Help others if needed. (hold doors, carry equipment) Keep hallways clean and wipe your feet.	Use a safe pace in the playground equipment area (tag games in the grass only). Use all equipment properly (monkey bars, slides, swings, basketballs, sandbox). Walk to the field with an adult. Stay out of the street and parking lot. Keep away from and stay inside the fence.

Pedestrian and Bicycle Safety

Pedestrian Safety

Parents are encouraged to plan with their child the shortest and safest route to school. Students should cross streets using the proper crosswalks. Parents should instruct their children to cross at corners or areas where school crossing signs are erected.

If students are transported by motor vehicle to school, children should be instructed to enter and leave the vehicle from the curbside. This prevents children from darting across streets or between parked cars. Students being picked up by motor vehicles must be met on the **north** side of the elementary school building or on Paw Print Road on the **south** side of the building.

The school has a safety patrol crossing guards that will direct students across streets. Students are not to cross the streets onto the school grounds without the direction of a crosswalk guard. While waiting for the crosswalk guard, students are to stand well away from the curb.

Bicycle Safety

Students riding bicycles in an inappropriate or unsafe manner present hazards to motorists, pedestrians, bike riders, and themselves. **Parents should discuss bicycle safety with their children before allowing them to ride their bicycles to school.** Students should 'walk' their bicycle across all marked crosswalks on school property. All bicycles are to be placed in the bike racks provided at the elementary building.

Pets

Students are responsible for obtaining specific approval and pre-arranging with their teacher before pets may be brought to school. Pets may only be brought to school according to the following guidelines:

1. Pets will be: a) brought by parents; b) taken home with parents; c) may only stay at school with consent from the building principal.
2. Animals will be confined in suitable cages.
3. Snakes, insects, and spiders will be kept in proper containers.
4. Students will not handle squirrels, bats, owls, skunks, or monkeys because of the danger of rabies.
5. Cages will be cleaned daily including the removal of surplus food, excreta, and soiled bedding.
6. Students will not be permitted to observe a creature suffer through neglect or improper treatment.

In the case of an animal bite, the student's parents and the school nurse will be notified.

Personal Items

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator. The school is not responsible for theft, loss or damage to personal items or equipment.**

Physical Education

The school district requires students to receive physical education to assist them in developing gross and fine motor skills. Students are not required to wear P.E. uniforms, but are encouraged to wear tennis shoes for P.E. Elementary students will keep their P.E. shoes in their lockers during the school year.

Pictures

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Purchase will be optional and information will be sent home regarding costs. Payment is required when the picture is taken.

Playground Rules

Students must follow these rules to keep the playground safe:

1. Students must obey the playground supervisor at all times.
2. There will be no fighting on the playground.
3. Gum, candy, and food of any type is prohibited from the playground.
4. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
5. Students must play away from the school windows.
6. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas. Games of tag must be authorized by the supervising adult.
7. No games of dodgeball are permitted.
8. Bicycles should not be brought into the playground. Bicycles are to be placed in the racks located at school.
9. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
10. Students may not slide on the sidewalks, ice, or gravel.
11. Students must use the playground equipment properly and in a safe manner.
12. Students must play away from the building and may not congregate near the doors.
13. All playground equipment must come from the school; no personal equipment is to be brought from home.
14. Students may not stand on, or jump from, swings.
15. No balls are allowed around the equipment, except basketballs in the basketball court and Four Square Balls on the cement.
16. When the entry bell rings, students must enter the building in a quiet, clean, and respectful manner.
17. Students are to enter the building through the assigned doors.
18. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

~~School staff supervise the playground when it is in use during school hours. However, it is not supervised after school, and students should not play on the equipment without adult supervision.~~

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

Police Questioning and Apprehension

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: During the month of August of the current school year. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

Public Displays of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching, or any other display of affection that a staff member determines to be inappropriate.

Reasonable Suspicion Testing

Students may be required to submit to drug or alcohol testing if there is a reasonable suspicion that the student is under the influence of drugs or alcohol.

Required Documents for Student Admission

1. A certified copy of the student's **birth certificate** issued by the state in which the child was born is required prior to admission of a child for the first time. Other reliable proof of the child's identity 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 any individual who can verify the reason a copy of the birth certificate cannot be produced.
2. Evidence of a **physical examination** by a physician, physician assistant, or an advanced practice registered nurse. The examination must have taken place 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. The evaluation must have taken place 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) and Haemophilus Influenza type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment. Exceptions are allowed based on:
 - a. Written statement by health care provider that immunization would be injurious to the student or a family member; or
 - b. Affidavit of a religious reason for non-immunization.

Provisional enrollment is allowed based on a written statement of health care provider that immunizations have begun, and immunization is continued as rapidly as medically feasible or a written statement of parent guardian that immunizations have been completed, where the child's parent is in

the military, the child is enrolling following residence outside the state, and proof of immunization is given within 60 days. Refer to HHS regulations, 173 NAC 3. Forms to submit objections are available from the school.

Rights of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term “custodial parent” refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students’ records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent’s request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents’ behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

School Day

The school day typically begins at 8:10 a.m. and ends at 3:35 p.m. Mondays-Thursdays. On Friday school begins at 8:10 a.m. and ends at 2:35 p.m. Students are to leave the school grounds after dismissal. School staff will provide supervision for students on school grounds 20 minutes before the school day begins and 10 minutes after the school day ends. **There will be no supervision provided by the school before or after these times.** Parents must make arrangements for their children to leave school promptly at the end of the day.

Elementary Daily Schedule

7:30-8:00 Breakfast Served

7:50 Non-breakfast students are permitted to go to their classrooms

8:05 Entry bell rings

8:10	Classes begin – Tardy bell rings
10:45-11:00	4-5 Recess
11:00-11:30	K-5 Lunch Period
11:30-11:45	K-3 Recess
3:35	Monday-Thursday Dismissal bell
(2:35)	(Friday Dismissal Time)
3:35-3:50	Teacher contact and prep time

Self Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact school nurse, Megan McMeen. 402-879-3257 ext. 157.

Standardized Testing

The school district will use a basic testing and assessment program to evaluate the outcome of the educational program and to provide information needed in working with individuals. The program will be supplemented by such individual and supplementary tests as the needs of the educational program and the district indicate. The superintendent and designees will coordinate the program from Kindergarten through twelfth grade to provide continuity. Teachers are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. Teachers should consult with relevant board policies and district protocols assessment administration and security.

Student Assistance

If your child has any learning, behavior, or emotional needs that you believe are not being addressed by the school district under existing circumstances, please contact your child's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of your child.

Student Fee Policy

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
3. "Post-secondary education costs" means tuition and other fees associated with

obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district will provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the finished product will remain the property of the district unless the students either furnish or pay for the reasonable cost of materials required for the course project.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be \$100.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be \$50. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be \$400.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student season pass \$30.00 Covers admission to all home extracurricular events, excludes conference and NSAA activities.

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, the district will pay all tuition costs for post-secondary courses and cost for achieving industry-based certifications. Students will be responsible for books and other such fees associated with the course. Students who do not successfully meet the requirements to receive credit or certification must reimburse the district for all costs associated with the course or certification. The costs of these items will naturally vary, but the maximum dollar amount of the fee is anticipated to be \$400 per course.

8. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations. The maximum dollar amount of the transportation fee charged by this district shall be \$100.

9. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records. The district will charge a fee of \$0.10 per page for reproduction of student records.

10. Participation in Before-and-After-School or Pre Kindergarten Services.

The district will charge reasonable fees for participation in before and-after school or pre-kindergarten services offered by the district pursuant to statute. The maximum dollar amount charged by the district for these services shall be \$100 per month.

11. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount charged by the district for summer and night school shall be \$300.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities. The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program - Grades K-12
Regular Price \$1.50
Reduced Price \$0.30
- Lunch Program - Grades K-5
Regular Price \$2.75
Reduced Price \$0.40
Extra Milk \$0.45
Seconds \$0.50 to \$1.50
- Lunch Program - Grades 5-12
Regular Price \$2.90
Reduced Price \$0.40
Extra Milk \$0.45
Seconds \$0.50 to \$1.50

13. Charges for Musical Extracurricular Activities.

Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. The following list details the maximum dollar amount of all musical extracurricular activities fees and the equipment or attire required for participation in musical extracurricular activities:

Band Students must provide their own instruments and marching band shoes, plus a suggested \$10 uniform cleaning fee.

Swing Choir Students must purchase outfits and shoes selected by the sponsor and/or student group.

14. Contributions for Secondary Grade Extracurricular Activities.

Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be \$5 to \$100.

C. Waiver Policy.

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, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve as a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and arrange for the child to be picked up or sent

home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Computer Network Use by Students Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use email, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that claim to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students 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, but is not limited to, a bug, virus, worm, or Trojan Horse.

12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not falsify electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. **Children's Online Privacy Protection Act (COPPA)**

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. **Education About Appropriate On-Line Behavior**

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on
 - a. Appropriate interactions with other individuals on social networking websites and in chat rooms.
 - b. cyberbullying awareness and response.
3. The School District's technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy

Student Pick-Up

Parents picking up elementary students should do so in the parking lot on the **north** side of the elementary building or on Paw Print Road on the **south** side of the building.

Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Directory Information. FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

Name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of student in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom

assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district **no later than the last Friday in August of the current school year.**

Non-Directory Information

All of the other personally identifiable information about students that is contained in this school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance provider, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Maintenance and Destruction

All files or records shall be maintained so as to separate academic and disciplinary matters, and all disciplinary materials shall be removed and destroyed upon the pupil's graduation or after his/her continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to law.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Transfer or Withdrawal

Students withdrawing or transferring to another school must inform the building principal. The administration will give necessary suggestions for a successful transfer. Grades may be withheld pending payment of all school debts and obligations. Complete cumulative records are transferred through the administrator's office on request from the new school's administration.

Telephone Calls

The school's telephone may be used only with permission of staff. However, use of school phones by students should be as limited as possible. Parents should not plan to use the school phones to contact students about pick-ups or visits to the homes of other students. Parents may call the school and leave a message with the office that will be given to the students between classes or during their study time. When it is necessary for a student to use the school telephone, they will be allowed to do so when the telephone is not otherwise in use.

Students who need to use their cell phones to make a phone call need to report to the office to place their call. Students need to have approval from the administration before using their cell phones during school hours.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- A. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means
- B. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing “transient” threats from serious ones in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student’s educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE
REPORTED TO THE POLICE AT 911

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, building principals, guidance counselor, social worker, SPED director, school nurse, and school psychologist. Local law enforcement will be involved as needed. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a

disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor the student's family members are part of the threat assessment team. The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report results of its investigation to the student's individualized education plan team. Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All Hazard School Safety Plan.

Tornado Drill Procedures

The school intercom system will notify classrooms of tornado drills. PreK-5 teachers are to move their students to the designated tornado shelter. Students will put their arms over their ears, hands on top of their heads, and assume a kneeling position towards the wall.

In the event of a tornado warning, students will remain at school until the danger passes. If tornado sirens go off, teachers will move students to the designated tornado shelter. Parents will not be able to pick students up at such time.

Transportation Services

The district operates school buses as a convenience for students and parents. These buses operate for the transportation of students living outside the city limits of Superior and who attend Superior Public Schools. They represent a substantial investment, and students are expected to care for and respect them. The bus stop is located on the **east** side of the elementary building. This loading area is reserved for buses only during the afternoon.

Questions concerning scheduling and routes of buses should be directed to the Bus Supervisor (402-879-3257 ext. 204). Problems on the bus should be directed to the particular bus driver and bus supervisor.

Transportation to School

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule, and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses, but they will be charged a fee to be established by the board of education.

Bus Regulations

Students who are passengers in school buses are to abide by the same rules that apply to classroom conduct. The bus drivers have the same authority as teachers while transporting students. If a student misbehaves on the bus, the driver is expected to report the incident to the administration. If misconduct reoccurs, the student will not be allowed to ride the bus.

Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed to ride the bus.

a) Rules of Conduct on School Vehicles:

- 1) Students must obey the driver and any authorized bus monitors promptly.
- 2) Students must be on time at the designated bus stops; the bus cannot wait beyond its regular time schedule for tardy pupils.
- 3) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 4) Students are prohibited from fighting, engaging in bullying, harassment, shouting or horseplay.

- 5) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 6) If seats are assigned, students must occupy the seat assigned to them.
- 7) Students must remain seated and keep aisles and exits clear while the vehicle is moving. Students may not attempt to get on or off a moving bus.
- 8) Students must refrain from unnecessary conversation with the driver.
- 9) Students are prohibited from throwing or passing objects on, from, or into vehicles.
- 10) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 11) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 12) Students may carry on conversations in ordinary tones, but may not be loud or boisterous. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- 13) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 14) Students must not at any time put hands, arms, or heads out of the bus windows.
- 15) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 16) Student must respect the rights and safety of others at all times.
- 17) Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting. Students must not throw items on the floor or out of the windows of the bus.
- 18) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless written parental permission is provided.
- 19) Students must wait for the signal from the driver to cross a road or highway. Once given signal, students must cross promptly. The crossing should be made approximately ten (10) feet in front of the bus, in full view of the driver.
- 20) All students riding to an elementary school function on the bus will return on the bus. The only exception will be when a parent or guardian personally requests permission to take their son or daughter home.

b) Consequences

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include a note home to parents, suspension of bus riding privileges, exclusion from extracurricular activities, in-school suspension, short term or long term suspension from school, and/or expulsion.

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) Records

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

d) **Procedures Concerning Regular Bus Routes**

- 1) Requests to be dropped off at a point not on the regular route will not be accommodated unless extenuating circumstances arise and the request is approved by the transportation director or administration.
- 2) Students who are not regular route riders may not ride the bus home with a friend unless written permission is presented to the bus driver ahead of time by the parent of the non-route rider. The written permission should include the non-route rider's name, the date, the signature of the non-rider's parent, and the place approved for drop off.
- 3) Non-route riders requests may not be granted if it causes overcrowding of the vans or buses (vans have a 10-rider plus driver maximum occupancy).
- 4) Students not following bus rules may not be allowed to use bus services.

Transportation to Activities

The school district provides transportation to students who are participating in school-sponsored events and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor which has been signed by that student's parent.

Video Surveillance and Photographs

~~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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent.~~

~~Notice is hereby given that video surveillance may occur on Superior Public Schools District 0011 property. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.~~

~~Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district's appropriate use and student discipline policies. For example, students are not prohibited from making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.~~

~~An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan.~~

~~In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.~~

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities intended to be public in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 Plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

Recordings Made by Students. This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student's education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (e.g. AngelSense) must be approved by the student's education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Visits to the School

The board and staff of the school district welcome members of the community and other interested persons to visit the school. **All visitors must report to the office.** Students wishing to bring a visitor must have approval from the principal or classroom teacher at **least 48 hours (2 days) prior to the visit**. The following stipulations shall also apply to visitors other than parents/guardians:

1. No visits during the first four (4) weeks of the school year.
2. Visits during the last three (3) weeks of the school year are not advisable.
3. Visiting students must be enrolled in another school district.
4. Visiting students in pre-school, kindergarten, first, or second grade **must** be accompanied by parents or an adult.

5. Visiting students in grades 3, 4, 5 may visit relatives or friends by permission from the building principal.
6. Visits should be kept to two (2) hours in length.
7. Each visitor will be given a visitor's pass that must be worn at all times.

Weather-Related School Closing

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow or ice. **School closings will be announced via radio on KRFS. Closing information will also be made available via television on NBC Nebraska Channel 4, KOLN/KGIN Channels 9/10, and NTV channel 13. JMC Text messaging and/or email notification is also available. Please contact the school if you are interested in getting signed up for the JMC text messaging and/or email program. An automated calling service will also be utilized for notifications.**

Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. ~~Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.~~

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. Staff members should treat the absence 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 (except in case of a tornado) 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.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

SECTION TWO ACADEMIC INFORMATION

Academics

Report Cards

The school will report grades and/or academic progress to parents at least four times per year. The objective of grading guidelines shall be to quantify and report the academic achievement of each student.

Pupils entering school for the first time after the school year has started must be in school at least 4 ½ weeks prior to the date report cards are issued to be entitled to receive a report card.

Grading Scales

Grading in the Superior Elementary Schools will follow the guidelines below. A student's current grade in each course will be reported each quarter. The Grade-level Classroom teacher and the Resource teacher will work cooperatively to give special needs students grades that are appropriate for that student's ability and effort. Parents may be contacted concerning their student's performance. Superior Elementary School is transitioning to Standards-Referenced Grading. This year Standards-Referenced Grading will be used for Math. All core subjects will make the transition within the next few years. Information will be provided to parents at parent teacher conferences and through a variety of methods to explain how Standards-Referenced grading functions.

Superior School's Standards-Referenced Grading Scale is as follows:

- 4: Exceeds expectations- "I have a deep understanding of the standard and can demonstrate it in multiple ways"
- 3: Meets expectations- "I meet the expectations described in the standard and can do them independently"
- 2: Approaches expectations- "I'm getting close to meeting expectations and can do simpler parts independently"
- 1: Does Not Meet expectations-"I still need help and support from my teacher to do the simpler parts"

For subjects that have not yet transitioned to standards-referenced grading, the following grading scale will be used.

Grades K-2:

H	High Quality	97%-100%	S+	Above Average	90%-96%
S	Satisfactory	80%-89%	S-	Below Average	70%-79%
N	Needs Improvement	0%-69%			

Grades 3-5: Percentage grades will be used in core curricular and related subject areas. Letter grades (H, S+, S, S-, N) will be given in Art, Band, Music, and Physical Education.

A	90% - 100%	F	below 59%
B	80% - 89%	I	Incomplete
C	70% - 79%		
D	60% - 69%		

After School Sessions

Students who may have to stay after school will be allowed to telephone parents and advise them of the situation. Bus students who may have to stay will be given a 24-hour notice so that the parents may make plans to pick the student up the following night. We realize this could be an inconvenience to parents; however, the after school time is important and should still be reserved for any student who needs the after school time. Students who are failing may be required by their teacher to stay after school until their grade is passing. Teachers will utilize such times sparingly and for good reason. We ask for your sincere cooperation for full effectiveness. After school sessions will not exceed 30 minutes from the time of dismissal.

Tutoring

It is expected that every effort will be made by the principal and teacher to help the student with difficulties at school before recommending that parents engage a tutor. The board believes that by maintaining a high-quality instructional staff and providing for a rich and varied curriculum the need for individual tutoring is minimized. Any certified staff member who engages in private tutoring for pay (compensation of any kind for a source other than the District) is subject to the following rules:

1. Certified staff may not arrange to provide private tutoring for any child enrolled in the staff member's class.
2. Certified staff are not to provide private tutoring in a school building.
3. Certified staff are not to provide private tutoring during duty time.
4. Certified staff are prohibited from advertising or promoting the private tutoring services in the school or in the school's communication systems except with the express permission of the Superintendent or designee.

~~The following rules relating to tutoring have been established:~~

- ~~1. A teacher may not arrange to tutor any student enrolled in his/her class for pay.~~
- ~~2. No tutoring for which a teacher receives a fee will be in a school building, without administrative approval.~~
- ~~3. Teachers who accept outside tutoring engagements make their own arrangements with parents for the fees assessed.~~

Homework

The average primary student will be doing a majority of his or her work at school. If a student does not use his or her class work time wisely, he or she may need to complete the unfinished work at home. In addition, classroom teachers may assign meaningful homework that reinforces previously taught concepts and encourages family engagement; and averages 10 min/grade level (not to exceed 30 minutes). Parents who have questions about homework or concerns about class work should contact the teacher. Questions not resolved by the teacher should be referred to the administration.

Students who struggle to complete assignments or who spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers and consult with the principal if needed.

SECTION THREE

STUDENT DISCIPLINE

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

- The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
- Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
- The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
- Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
- Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School 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. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who may have to stay after school will be allowed to telephone parents and advise them of the situation. Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day. We realize this could be an inconvenience to parents, however, the after-school time is important and should be reserved for all students who need it. Teachers will utilize such times sparingly and for good reason. We ask for your sincere cooperation for full effectiveness.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office.

After a student receives a third detention in the school year the student will receive a one (1) day in-school suspension. Parents will be notified by phone or mail of the suspension and the student will be allowed to return to classes after the suspension.

After a student receives a sixth detention, a one (1) day out-of-school suspension **or** a one (1) day parent/guardian supervised suspension. A conference involving the student, teacher, parents, and administrator intended to develop a behavior plan will be required before the student is allowed to return to classes. Students who receive multiple detentions in one semester will face escalating consequences up to and including possible suspension or expulsion

In-School Suspension

The building administrator may require a student to service in-school suspension. Students may be required to attend up to six hours per day of school-sponsored suspension a day at a designated location where they will study and participate in campus clean-up. There will be zero tolerance for

behavior problems from students placed in in-school suspension. Students not completing their in-school suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal 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. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete class work, including but not limited to examinations, under following conditions: two days for every day missed.

Weapons and/or Firearms

~~Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.~~

Firearms. No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm. The term “firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Pre-Kindergarten through Second Grade Students

An elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless 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.
2. **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. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or

guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **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, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Expulsion for Causing Personal Injury or for Possessing a Dangerous Weapon Other than a Firearm

If a student is expelled for the use of force, or causing or attempting to cause personal injury to another individual, or for knowingly and intentionally possessing or transmitting a dangerous weapon other than a firearm, the expulsion shall be for a period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the expulsion may remain in effect for the first semester of the following year.

Automatic Review of Expulsions Which Continue During the First Semester of the Following Year

Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review and shall be reviewed by the Hearing Examiner before the beginning of the school year. The review shall take place after the Hearing Examiner has given notice of the review to the student and the student's parent or guardian. The review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. If there is no such evidence, the Hearing Examiner need not provide a hearing in order to complete his or her review.

The Hearing Examiner may make a recommendation that the student be readmitted for the upcoming school year. The student may be readmitted by action of the Superintendent unless the School Board took the final action to expel the student. Under such circumstances, the student may be readmitted only by action of the board.

Use of Force

In the event a student is expelled for the knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, or the knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm, the expulsion shall be for a period not to exceed the remainder of the school year in which it

took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the expulsion may remain in effect for the first semester of the following year. Such action may be modified or terminated by the school district at any time during the expulsion period.

Firearms

When a student is determined to have knowingly and intentionally possessed, used, or transmitted a firearm as defined by 18 U.S.C. 921, as that statute existed on January 1, 1995, to expel such student for a period of not less than one year if such conduct occurred on school grounds, in a school owned vehicle being used for school purpose, or at a school sponsored activity or athletic event. Nothing in this policy, however, shall prohibit the superintendent of schools or the board of education from modifying such required expulsion on an individual basis. This policy shall not apply to the issuance of firearms to, or possession of firearms by, members of the reserve officer training corp., or to firearms that may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity 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:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes; **The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct."**
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any 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;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (note: the term "under the influence" for school purposes 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 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);

7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. 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, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or such as electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
 - h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;

- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- m. Using any object to simulate possession of a weapon;
- n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.

3. 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.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

SECTION FOUR TITLE IX POLICY

~~It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.~~

~~1. Title IX Coordinator~~

~~1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).~~

~~2. Definitions.~~ As used in this policy, the following terms are defined as follows

~~2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.~~

~~2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.~~

~~2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34~~

~~C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).~~

~~2.4.—**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.~~

~~2.5.—**Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.~~

~~2.6.—**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:~~

~~2.6.1.—An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~

~~2.6.2.—Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;~~

~~2.6.3.—**Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:~~

~~2.6.3.1.—**Sex Offenses, Forcible** Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.~~

~~2.6.3.1.1.—**Rape** (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~

~~2.6.3.1.2.—**Sodomy** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.3.—**Sexual Assault With An Object** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.4.—**Fondling** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.2.—**Sex Offenses, Non-forcible** (Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.~~

~~2.6.3.2.1.——**Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law~~

~~2.6.3.2.2.——**Statutory Rape**—Non-Forcible sexual intercourse by a person at least nineteen years of age with a person who is under sixteen years of age~~

~~2.6.4.——**Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—~~

~~2.6.4.1.—who is or has been in a social relationship of a romantic or intimate nature with the victim; and~~

~~2.6.4.2.—where the existence of such a relationship shall be determined based on a consideration of the following factors:~~

~~2.6.4.2.1.——The length of the relationship.~~

~~2.6.4.2.2.——The type of relationship.~~

~~2.6.4.2.3.——The frequency of interaction between the persons involved in the relationship.~~

~~2.6.5.——**Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction~~

~~2.6.6.——**Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—~~

~~2.6.6.1. fear for his or her safety or the safety of others; or~~

~~2.6.6.2. suffer substantial emotional distress.~~

~~2.7.——**Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.~~

~~3.——**Discrimination Not Involving Sexual Harassment.**~~

~~3.1.——**General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the~~

~~benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district~~

~~3.2.—**Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:~~

~~3.2.1.—Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;~~

~~3.2.2.—Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;~~

~~3.2.3.—Deny any person any such aid, benefit, or service;~~

~~3.2.4.—Subject any person to separate or different rules of behavior, sanctions, or other treatment;~~

~~3.2.5.—Apply any rule concerning the domicile or residence of a student or applicant;~~

~~3.2.6.—Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;~~

~~3.2.7.—Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.~~

~~3.3.—**Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure.~~

~~4.—**Response to Sexual Harassment**~~

~~4.1.—**Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.~~

~~4.2.—**General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.~~

~~4.3.— **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.~~

~~4.4.— **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.~~

~~4.5.— **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.~~

~~5.— **Grievance Process for Formal Complaints of Sexual Harassment.**~~

~~5.1.— **General Requirements.**~~

~~5.1.1.— **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.~~

~~5.1.2.— **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.~~

~~5.1.3.— **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.~~

~~5.1.4.— **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.~~

~~5.1.4.1.— **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.~~

~~5.1.4.2.— **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated~~

~~by the district to facilitate an informal resolution process receive training on:~~

~~5.1.4.2.1.——The definition of sexual harassment in subsection 2.6;~~

~~5.1.4.2.2.——The scope of the district's education program or activity;~~

~~5.1.4.2.3.——How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and~~

~~5.1.4.2.4.——How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.~~

~~5.1.4.3.—**Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.~~

~~5.1.4.4.—**Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.~~

~~5.1.5.—**Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~

~~5.1.6.—**Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.~~

~~5.1.7.—**Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.~~

~~5.1.8.—**Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.~~

~~5.1.9.—**Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

5.2.—~~Notice of Allegations:~~

~~5.2.1.—**Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:~~

~~5.2.1.1. A copy of this policy.~~

~~5.2.1.2.— Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.~~

~~5.2.2.— **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known~~

~~5.3.— **Dismissal of Formal Complaint.**~~

~~5.3.1.— The district will investigate the allegations in a formal complaint.~~

~~5.3.2.— **Mandatory Dismissals.** The district must dismiss a formal complaint if the conduct alleged in the formal complaint:~~

~~5.3.2.1.— Would not constitute sexual harassment as defined in subsection 2.6 even if proved;~~

~~5.3.2.2.— Did not occur in the district's education program or activity; or~~

~~5.3.2.3.— Did not occur against a person in the United States.~~

~~5.3.3.— **Discretionary Dismissals.** The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:~~

~~5.3.3.1.— The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;~~

~~5.3.3.2.— The respondent is no longer enrolled in or employed by the district; or~~

~~5.3.3.3.— Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

~~5.3.4.— Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.~~

~~5.3.5.— Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.~~

~~5.4.— **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where~~

~~the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.~~

~~5.5.—Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:~~

~~5.5.1.—Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district’s investigation of a formal complaint;~~

~~5.5.2.—Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party’s voluntary, written consent to do so for a grievance process under this section (if a party is not an “eligible student,” as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a “parent,” as defined in 34 CFR 99.3);~~

~~5.5.3.—Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;~~

~~5.5.4.—Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;~~

~~5.5.5.—Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;~~

~~5.5.6.—Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;~~

~~5.5.7.—Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and~~

~~5.5.8.—Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.~~

~~5.6.— **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.~~

~~5.7.— **Determination Regarding Responsibility**~~

~~5.7.1.— **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).~~

~~5.7.2.— **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:~~

~~5.7.2.1.— Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;~~

~~5.7.2.2.— A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~

~~5.7.2.3.— Findings of fact supporting the determination;~~

~~5.7.2.4.— Conclusions regarding the application of the district's code of conduct to the facts;~~

~~5.7.2.5.— A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and~~

~~5.7.2.6.— The district's procedures and permissible bases for the complainant and respondent to appeal.~~

~~5.7.3.— The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.~~

~~5.7.4.— The Title IX Coordinator is responsible for effective implementation of any remedies.~~

~~5.8.— **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.~~

~~5.8.1.— **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within three calendar days of the date of the respective written determination of responsibility or dismissal from which the~~

appeal is taken. ~~The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.~~

5.8.2. Grounds for Appeal. Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

- ~~5.8.2.1. Procedural irregularity that affected the outcome of the matter;~~
- ~~5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~
- ~~5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.~~

5.8.3. ~~As to all appeals, the district will~~

- ~~5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;~~
- ~~5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;~~
- ~~5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.~~
- ~~5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;~~
- ~~5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and~~
- ~~5.8.3.6. Provide the written decision simultaneously to both parties.~~

5.9. Informal Resolution. ~~The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:~~

5.9.1. ~~Provides to the parties a written notice disclosing:~~

- ~~5.9.1.1. The allegations;~~
- ~~5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations.~~
- ~~5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and~~

~~5.9.1.4.—Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;~~

~~5.9.2.—Obtains the parties' voluntary, written consent to the informal resolution process; and~~

~~5.9.3.—Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

5.10. Recordkeeping

~~5.10.1.—The district will maintain for a period of seven years records of:~~

~~5.10.1.1.—Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;~~

~~5.10.1.2.—Any appeal and the result therefrom;~~

~~5.10.1.3.—Any informal resolution and the result therefrom; and~~

~~5.10.1.4.—All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.~~

~~5.10.2.—For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.~~

~~6.—**Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.~~

~~7.—**Access to Classes and Schools.**~~

~~7.1.—**General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.~~

~~7.1.1.—**Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.~~

~~7.1.2.— **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.~~

~~7.1.3.— **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.~~

~~7.1.4.— **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.~~

~~7.2.— **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.~~

~~8.— **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.~~

~~8.1.— **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.~~

~~8.2.— **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.~~

~~9.— **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.~~

~~10.— **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).~~

~~10.1.— **Specific Circumstances:**~~

~~10.1.1.— The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.~~

~~10.1.2.— Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.~~

~~11.— **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence~~

~~of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

~~12. — **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).~~

~~13. — **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.~~

~~14. — **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.~~

SECTION FIVE

SCHOOL WELLNESS POLICY

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The district will use evidence-based strategies to develop, structure, and support student wellness.

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate by grade level and ability.
- d. The district encourages parents and guardians to support their children's healthy eating habits by being role models in their own eating habits.
- e. Water will be made available to students throughout the school day.
- f. The district will participate in state and federal child nutrition programs as appropriate.
- g. Students will be provided sufficient time in which to eat school-provided meals.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Staff will provide opportunities for students to engage in physical activities throughout the school day.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- d. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will provide professional development, support, and resources for staff about student wellness.
- b. The district's lunchrooms will be attractive and well-lighted.
- c. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.

b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.

b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.

c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Pepsi logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process. The district will collaborate with public and private entities to promote student wellness. The district may partner with other individuals or entities in the community to support implementation of this policy.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)

a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those Programs.

b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:

(1) It shall not be sold in competition with school meals in the food service area during the meal service.

(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.

(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements

(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings. In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the superintendent's office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to reflect the USDA Final Rule) found at https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc.

SECTION FIVE STAFF DIRECTORY AND CALENDAR

MEMBERS OF BOARD OF EDUCATION

Peggy Meyer, President 402-879-1304
Brad Biltoft, Superior 402-879-5841
Matt Bargaen, Superior 402-879-5886

Krista Tatro, Superior 402-984-5370
Matt Sullivan, Superior 402-879-1891
Luke Meyers, Superior 402-879-5852

SCHOOL ADMINISTRATION

Superintendent of Schools
Secondary Principal
Assistant Secondary Principal
Elementary Principal
Director of Special Services
Facilities Manager
Information Technology Director
Transportation Supervisor
Transportation Supervisor
Activities Director
Food Service Director

John Whetzal	879-3257 Ext. 127
John Whetzal	879-3257 Ext. 127
Audrey Parks	879-3257 Ext. 137
Jodi Fierstein	879-3257 Ext. 225
Jodi Fierstein	879-3257 Ext. 225
Cody Fierstein	879-3257 Ext. 166
Logan Christiancy	879-3257 Ext. 162
Sandee Heller	879-3257 Ext. 204
Steph Corman	879-3257 Ext. 190
Steph Corman	879-3257 Ext. 190
Dusty Stevens	879-3257 Ext. 191

ELEMENTARY CLASSROOM

PALLS A	Mary Tietjen
PALLS B	Kara Smith
KGTN A	Emma Fynbu
KGTN B	Jocelyn Grube
Grade 1A	Kara Vetter
Grade 1B	Rachel Renz
Grade 2A	Abby Vogler
Grade 2B	Tori Schoof
Grade 3B	Dana Henry
Grade 4A	Elizabeth Collins
Grade 4B	Nicole Bohling
Grade 5A	Judy Roach
Grade 5B	Megan Pahl

ELEMENTARY SPECIALISTS

5th Gr. Band	Allison White
Vocal Music/Art	T. Casper/Gracie Jackson
Library/Media	Sara Fuller
Physical Ed/Health	Andrew Diehl
Title I	Heather Blackstone
Reading Specialist	Jenny Utecht
Resource Teacher	Courtney Baker
Resource Teacher	Courtney Utecht
Resource Teacher	Teghn Kobza
S-L Pathologist	Mackenzie Trumble
S-L Pathologist	Jett Stenson
School Psychologist	Cesar Torres
Social Worker	Casey Zoltenko

ELEMENTARY SUPPORT STAFF

Administrative Assistant	Rebecca Fullerton	Nurse	Megan McMeen
Resource Para	Janice Hatzenbuehler	Resource Para	Melissa Mikkelsen
Resource Para	Jeanie Keifer	Resource Para	Melissa Jensen
Resource Para	Melinda Duncan	Resource Para	Dani Freeman
Communication Assistant	Nancy Hass		
Resource Para PreK	Jess Diehl	Resource Para PreK	Rebecca Lueking
Library/Media Para	Rhonda Freeman	Custodian	Teresa Richardson

Superior Public Schools
Elementary School Calendar 2024-25
(subject to change)

August	13	PreK through 5 Open House - Students and Parents 6:00-7:00 p.m.
	15	First day of school for PK-5 students
	19	First day of school for PALLS Preschool students
	30	NO SCHOOL - TEACHER INSERVICE
September	2	NO SCHOOL - LABOR DAY
	18	PK-5 Lunch Buddy Picnic
	25	School Pictures Grades PreK-2
	26	School Pictures Grades 3-5
October	10	Parent - Teacher Conferences 1:30-4:30 & 5:00-8:00 p.m.
	11	NO SCHOOL - COMP DAY DUE TO PT CONFERENCES
	25	NO SCHOOL - TEACHER INSERVICE
November	5	PK-5 Donuts with Grownups
	27-29	NO SCHOOL - THANKSGIVING BREAK
December	3	PK-5 Family Fun Night - Winter Carnival & Scholastic Book Fair
	20	EARLY DISMISSAL 1:15 p.m. - WINTER BREAK
	23 - Jan. 2	NO SCHOOL - WINTER BREAK
January	3 & 6	NO SCHOOL - TEACHER WORKDAY/INSERVICE
	7	School resumes for all PreK-12 students
February	27	PK-5 Family Fun Night - Movie Night
March	13	Parent - Teacher Conferences 1:30-4:30 & 5:00-8:00 p.m.
	14	NO SCHOOL - COMP DAY DUE TO PT CONFERENCES
	17-21	NO SCHOOL - SPRING BREAK
April	7	Books on Blankets (Week of the Young Child)
	15	Elementary Spring Music Program @ 6:30 pm
	18	NO SCHOOL - TEACHER INSERVICE
	21	NO SCHOOL - EASTER BREAK
May	1	Family Fun Night - Fun Run & BBQ
	16	Kindergarten Visitation for the Kindergarten Class of 2025-26
		Move Up Day for current K-4 elementary students
	19	Elementary Fitness Day
	22	EARLY DISMISSAL 1:15 p.m., Last Day of School for PreK-12
	23	Teacher In-service/Work Day

SECTION SIX FORMS AND NOTICES

The section contains forms for students and parents to utilize during the school year.

Parent-Student-Teacher Compact (Page 85)

Copies of these forms are available on the family JMC account. They must be signed by:
Thursday, August 29, 2024.

Student Handbook Receipt Form (Page 86)

District and Personal Technology Usage Agreement (Pages 87)

SCHOOL - PARENT COMPACT
Superior Elementary School
2024-25 School Year

Teacher/School:

It is important that students achieve. I agree to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective environment to enable children to meet the challenging state academic achievement standards.
2. Regularly communicate with parents on their child's progress.
3. Demonstrate professional behavior and positive attitude.
4. Discuss school-parent compact at annual parent-teacher conferences.

(Optional) Teacher Signature _____

Parent/Caring Adult:

I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and schools staff on an ongoing basis to be involved and support my child's learning.
2. Make sure my child is at school every day and on time, unless he/she is ill.
3. Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.

(Optional) Parent Signature _____

Student:

I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:

1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed schoolwork on time.
6. Read at home.

(Optional) Student Signature _____

**STUDENT HANDBOOK RECEIPT FORM
2024-2025**

The Superior Elementary School Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

**Parents (or guardians) and students are requested to sign
& return the receipt form below before August 19, 2024.**

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Superior Elementary Schools discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Superior Public Schools, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

Student's First and Last Name

Parent/Guardian's Signature

Date

Student's Signature
(K-2 optional, 3-5 required)

Date

**District and Personal Technology Usage Agreement
Superior Public Schools
2024-2025**

Privileges – The use of the Superior Public Schools technology devices and computer network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Violations of the Technology Usage Agreement will result in consequences which could include loss of privileges, detention, in school and/or out of school suspension.

Students are expected to use technology devices and the Internet as an educational resource. The District hereby establishes the rules and regulations as outlined in the Student Internet and Computer Access section of the student handbook.

Account Information – Email is not guaranteed to be private. Network storage areas will be treated as school property and may be reviewed by District personnel. Students must notify Superior Public School of any changes in Internet account information.

Personal Electronic Device Policy

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 rules and regulations as outlined in the Cell Phones and Other Electronic Devices section of the student handbook.

Responsibility for Electronic Devices

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.

I have received and read the Superior Public Schools Technology Usage Agreement that describes Superior Public Schools internet/computer use policies, regulations, rules, and expectations to be followed by students enrolled in Superior Public Schools. My child and I have discussed and understand the content of these policies.

I agree to abide by all rules and regulations of system usage as may be further added from time to time by the administrator of the Network/Internet System and the Superior Public Schools system.

Student's Signature

Date

As a parent/guardian, I understand I am responsible for the actions of my child.

Parent/Guardian's Signature

Date



SUPERIOR MIDDLE/HIGH SCHOOL
PARENT - STUDENT HANDBOOK
2024-2025

John Whetzal
Superintendent / 6-12 Principal
402-879-3257 ext. 127

Audrey Parks
6-12 Assistant Principal
402-879-3257 ext. 137



601 W. 8th Street
P.O. Box 288
Superior, NE 68978



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Mission Statement

The mission of the Superior Public Schools is to provide a student-centered environment that ensures personal success by developing resilient, healthy, productive citizens through partnerships with families and the community.

Intent of Handbook

This handbook is intended to be used by students, parents, and staff as a guide to the rules, procedures, and general information about Superior High School. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word “parents” refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to, biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

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

Notice of Nondiscrimination and Activities

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. It provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator: Cesar Torres at 402-879-3257 ext. 116 , ctorres@superiorwildcats.org or in person at school.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the following Title IX Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 West 8th Street, Superior, NE 68978 or in person at school. The School District’s specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link:

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4687/SPS/4102797/3057_Title_IX.pdf

Students who believe that they have been the subject of unlawful discrimination or

harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 West 8th Street, Superior, NE 68978 or in person at school.

Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Title VI Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

~~The following person has been designated to handle inquiries regarding the non-discrimination policies:~~

~~_____ Name: John Whetzal
_____ Title: Superintendent
_____ Address: Superior Public Schools District 65-0011
_____ 601 West 8th Street
_____ Superior, NE 68978
_____ Telephone: 402-879-3257 ext. 127
_____ E-mail: jwhetzal@superiorwildcats.org~~

~~For further information on notice of nondiscrimination, visit
<http://wderobeolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of
the office that serves your area or call 1-800-421-3481.~~

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

The Superior Public Schools District 65-0011 offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12: *Business Education, Agricultural Education and Industrial Arts*. Persons seeking further information concerning the career and technical education offerings and specific prerequisite criteria should contact:

John Whetzal
Superior Public Schools District 65-0011
601 West 8th Street
Superior, NE 68978
(402) 879-3257
jwhetzal@superiorwildcats.org

Aviso de no Discriminación y Actividades

El distrito escolar no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas y actividades, y brinda acceso equitativo a los Boy

Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar las consultas relacionadas con las políticas de no discriminación:

Nombre: John Whetzal
Título: Superintendente
Dirección: Escuelas Públicas Superiores Distrito 65-0011
601 West 8th Street
Superior, NE 68978
Teléfono: (402) 879-3257 ext. 127
Correo electrónico: jwhetzal@superiorwildcats.org

Para obtener más información sobre la notificación de no discriminación, visite <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> para obtener la dirección y el número de teléfono de la oficina que atiende en su área o llame al 1-800-421-3481.

Para más discriminación prohibida e información relacionada, revise la Política del distrito escolar 3053 - No discriminación.

El Distrito 65-0011 de las Escuelas Públicas Superiores ofrece los siguientes programas de educación técnica y profesional para todos los estudiantes, independientemente de su raza, color, origen nacional, incluidos aquellos con dominio limitado del inglés, sexo o discapacidad en los grados 9-12: Educación Empresarial, Educación Agrícola y Artes Industriales. Las personas que deseen obtener más información sobre las ofertas de educación profesional y técnica y los criterios específicos de requisitos previos deben ponerse en contacto.

John Whetzal, Superintendente
Distrito de Escuelas Públicas Superiores 65-0011
601 West 8th Street
Superior, NE 68978
(402) 879-3257 ext. 127
jwhetzal@superiorwildcats.org

Child Find

Superior Public School has the responsibility to identify, locate and evaluate all children (birth through age 21) with disabilities, regardless of the severity of their disability and who are in need of special education-related services. If you have questions or concerns about a child, please contact the Superintendent of Schools or High School Principal (879-3257) concerning the district's special education referral process.

SECTION ONE ACADEMIC INFORMATION

Academics and Credit Requirements

Credit Requirements

The definition of a credit shall be as follows:

Credit - a classroom subject that meets each day for a full period for the semester shall be one (1) credit. One (1) credit equals (5) hours of instruction each week.

Requirements for High School Graduation

Forty-eight (48) credits are required to graduate. Thirty-four (34) credits will be from within the core curriculum listed below in the "Core Curriculum" subsection.

Parents shall be notified when a student is ineligible to receive a diploma after seven (7) semesters of attendance. A student ineligible to receive a diploma after completing seven (7) semesters of attendance will be allowed to participate in the commencement exercises but will be awarded a Certificate of Attendance. If the student completes eight (8) semesters of attendance and is still ineligible to receive a diploma, that student shall be awarded a Certificate of Attendance. There shall be no distinction between students receiving Certificates of Attendance at the spring commencement exercises. A student receiving a Certificate of Attendance shall have the option of returning to school and completing the requirements for a diploma.

Early Graduation

In unique circumstances, the Board may waive the four-year attendance requirement for high school graduation, provided that the student has met the requirements listed below.

Students must make an application to the high school principal before they may seek permission to graduate early from the Board. The principal may consult with appropriate instructional and guidance staff members in making the determination. The student's application must include:

1. Proof that the student will meet all academic requirements necessary to graduate on or before the proposed graduation date;
2. A transcript showing that the student has no grade lower than "C" in any required course at the time of application;
3. A detailed essay that (a) addresses the reasons for seeking early graduation and (b) articulates the student's post-graduation plans, including goals and objectives justifying the need to graduate early; and
4. A letter from a parent/guardian supporting the application.

The student may submit any additional materials which support the student's efforts to graduate early. Such materials may include, but are not required to include: letters of support from staff and community members; proof of admission in a postsecondary program; and/or any other materials which the student believes to support the student's application.

Early graduates will be considered graduates of the district at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the student body and will forfeit those rights and privileges accorded such students.

Promotion and Retention of Students

Upon satisfactory completion of the requirements of the grade level, students attending the sixth thru eighth grades of the Superior High School shall advance to the next grade.

Students may be required to repeat the same grade provided that the student's building principal believes that the student will benefit from repeating the grade. If retention of a student is considered, a careful study of the needs of the student shall precede any decision relative to the retention. The building principal in basing his/her decision to retain the student, may include, but is not limited to, a conference with the student, the student's parents or guardian, the student's teacher(s), and the guidance counselor. Adequate testing of the student shall be performed to determine if the leading difficulty of the student could best be served in a special education program. The final decision for the retention of a student shall be made by the administration.

CORE CURRICULUM:

The following subject areas are required or recommended as part of the core curriculum:

English/Language Arts - Eight (8) credits required (4 years):

- English I (or *Practical English)
- English II (or *Applied English)
- English III (or *Creative Writing/Reading)
- English IV (or *Career English) (or A.P. English)

*Classes are for students who have failed classes in the regular English curriculum and for those students recommended by the English department.

Mathematics - Six (6) credits required (3 years):

All freshmen - juniors are required to take a math class. Students taking 8th grade Algebra I will need to take three years of math in high school.

Science - Six (6) credits required (3 years):

Biology shall be required for two of these credits.

Social Science - Six (6) credits required (3 years):

World History, American History, and American Government are required for these credits ~~shall be required for four of these credits.~~

Personal Health and Physical Fitness - Two (2) credits required (1 year).

Visual and Performing Arts - Two (2) credits required (1 year).

Vocational Education - Four (4) credits required (2 years):

Personal Finance and Foundations of Computing shall be required for two of these credits.

Foreign Language

Four (4) credits are recommended if a student plans on attending a four- year college. Students should check potential college choices for entrance requirements.

Distance Learning or On-Line Classes

Not required, but is recommended to all students.

Electives

The remaining ten or fourteen (10 or 14) credits needed to complete graduation requirements shall be selected from subjects offered within the high school curriculum. This will depend on whether the student takes Foreign Language.

Teacher-Aide Periods

Sophomores, Juniors, and Seniors may serve as a teacher-aide for one (1) period per day if they have an 85% or above cumulative GPA.

Other

Credits or semester hours earned through Armed Forces programs and/or correspondence courses must be approved by the principal prior to acceptance as credit toward completion of a student's graduation requirements.

Dropping or Adding Students

Students may not drop, discontinue, or add subjects without permission of the counselor.

Students wishing to drop, discontinue, or add a subject must complete the following steps within the first three (3) days of the semester:

1. Receive approval from their parents.
2. Consult with the instructor of the subject to be dropped or added.
3. Secure the proper paperwork from the counselor and receive permission from the counselor.

A student who enrolls in a two-semester subject will be expected to complete both semesters. However, if a student is removed from a class after the first week of the semester, he/she will fail the semester, receive a "0" and be reassigned for the remainder of the semester.

Reports to Parents

Parents/guardians of students should monitor their student's grades via the Superior High School online website or by calling the school periodically. Parents/guardians wanting to view their students' grades via the website should contact Superior High School to receive more information.

Report Cards

Following the end of each nine weeks grading period, progress reports ~~report cards~~ will be made available online. At the end of each semester, report cards will be made available online and sent out to parents via email. **Students must have all fines and bills paid before having their online account reactivated.** Students who are unable to view their report cards online and have all fines and bills paid will have their report cards printed for them by request.

Pupils entering school for the first time after the school year has started must be in school at least 4 1/2 weeks prior to the date report cards are issued to be entitled to receive a report card.

Class Rank

Class Rank and Grade Point Average are computed twice yearly in grades 9-12 at the conclusion of each semester. Student class rank shall be determined by using a numeric grade point average derived from all classes graded numerically. To be included in the class ranking, a student must have received a numeric grade for each curriculum class in which he/she was enrolled. For the purposes of this policy, all classes are used for class rank except for Drivers Education and Teacher Aide. The alternative education students in the Bridge program are not eligible for class rank.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Students who transfer into the school district in the middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances, there will be two students holding the relevant class ranking. Mid-year transfer students will not be eligible to receive senior awards, such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for at least two semesters.

Grading Scale

A = 90-100	D = 60-69
B = 80-89	F = Below 60
C = 70-79	I = Incomplete

Semester Test Policy

All students in grades 9-12 will be required to take a semester test in each class. **Semester tests are 15% of a student's final semester grade.**

Honor Roll

The Honor Roll, which is designed to recognize student achievement is divided into two categories:

High Honor Roll: High Honor Roll represents an accumulative average in percentage grade courses of 90 percent or above, with no grade lower than an 86 percent, and no incompletes for the quarter.

Honor Roll: Honor Roll represents an accumulative average in percentage grade courses of 80 percent or above with no grade lower than an 80 percent, and no incompletes for the quarter.

Teacher-Aide Periods

~~Sophomores, Juniors, and Seniors may serve as a teacher-aide for one (1) period per day if they have an 85% or above cumulative GPA.~~ **MOVED TO CURRICULUM SECTION**

SECTION TWO

BASIC RULES AND GENERAL PRACTICES

Academic Eligibility

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) and District requirements concerning scholastic eligibility, (2) be registered for 20 instructional credit hours from the enrolled homeschool program and a minimum of 20 credit hours must be from the member school the student represents in interscholastic competition per semester and be in regular attendance within the District, (3) received 20 credit hours in the immediate preceding semester, and (4) have not less than a 70 ~~60%~~ grade in ONE ~~two or more classes~~ two weeks in a row or TWO classes in one academic week to remain eligible to participate in any portion of the activities program. The period of ineligibility will be from Monday to Sunday of the school week when a student has attained ineligible status. Teachers will report grades to the guidance office on Friday ~~Monday~~ of the preceding ~~current~~ participating week by 1:00 pm. Participants must attend practices and participate in all conditioning during any period of ineligibility but students will be considered ineligible to attend any and all activities including but may not be limited to: school dances (Homecoming, Winter Formal, & Prom), athletic events, FFA, FBLA, Student Council, play productions or musicals, Quiz Bowl, Actions Day, and pep band. ~~If early dismissal is required for an event~~ The ineligible student is not allowed to travel with their team, this includes joining the team on the sidelines of the event or dressing in uniform for the event. Students participating in music classes will be expected to be present at concerts regardless of their eligibility status as this is a curricular activity and the student receives a grade for their performance. Eligibility will be cumulative in nature. Any ineligible student must report to the secondary after school program to complete all missing assignments prior to participating in practice. Student eligibility will begin in the 3rd week of the semester. Week 4 of the semester will be ALL students one and only waiver week. Waiver weeks are enforced per student not per class.

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance, or practice while serving a short-term suspension, long-term suspension, or expulsion from school. Students serving an in-school suspension may participate in practices at the discretion of the school administration, coach, or activity sponsor but are still restricted from activity or performance participation.

Accidents

A report will be filed with the building principal of all accidents involving teachers and/or students. All accidents, including vehicle accidents, in which teachers are involved while performing services for the school district shall be immediately reported to the Superintendent.

Announcements and Bulletins

Announcements are distributed and read during the beginning of PAWS ~~the third period~~ in the morning if possible or at another time deemed appropriate by the principal. Announcements

may also be sent via email to students when possible. Announcements are also posted on the school website ~~and may be accessed via Superior Public Schools automated phone system by dialing ext. 187.~~

Annual Health Screening Information

The school nurse will complete an annual health screening of students. This includes measuring height and weight, oral screening for severe cavities and deformities, and observation of and personal instruction on cleanliness. Grades K-5, 6, 8, 10, and new students are given a farsighted vision and hearing screening. Kindergarten students will do a color vision test. Other students may be screened when a staff member or parent requests. Parents will be notified if their student does not pass the screening checks. Significant health information will be shared with appropriate staff.

Blood pressure screening is routinely done for grades 3,5,8,10 and 12. The nurse will also take BP readings on students as they request and as time permits. The nurse uses pediatric equipment for the appropriate ages and size of the child. The BP readings are compared to the percentile at risk chart established by the American Academy of Pediatrics. Any reading in the 90th percentile or above will be rechecked twice. If the BP continues in the 90th percentile or above, a note will be sent to the parents.

Scoliosis is a side-to-side curvature of the spine and early diagnosis is essential to allow for simple treatment. Treatment delayed beyond the growth years may limit their physical abilities. Progressive scoliosis will cause serious health complications later on if not treated. Parents will be notified if their child has any symptoms of a possible curvature. A diagnostic evaluation is recommended by the physician of your choice, and may involve a series of exams through the rapid growth years. Grade 5 is screened for scoliosis.

Health screenings according to the DHHS Rules and Regulations will be followed. If any parent wishes to object to any routine school screening of their student, they need to send a written statement within one week. However, parents are advised that they may be required to provide a medical exam report in place of allowing Health screening.

Attendance Policy

The philosophy of Superior Schools is that student attendance is necessary for the proper education of the youth. Thus, regular attendance strengthens the student's educational growth and well-being. Students cannot contribute to, or gain from, the discussions in class unless they are in attendance.

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the ~~temporary~~ mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child.

Discontinuing Enrollment - 5 Year-Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and submit it to the superintendent using the form which is available from the building principal.

The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment - 16 and 17 Year-Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is available from the building principal.

The district will follow the procedures outlined on the form in considering requests to disenroll.

Only children disenrolling to attend ~~a non-accredited~~ an exempt school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending ~~non-accredited~~ exempt schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences and Make-Up Privileges

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student or of a child whom the student is parenting (a physician's verification is required after four (4) consecutive days of absence for illness.)
2. Death or serious illness of the student's family member.
3. Attending a funeral, wedding, or graduation.
4. Observance of religious holidays of the student's own faith.
5. Personal or family vacations.
6. Medical appointments for the student or for a child whom the student is parenting.
7. Participating in an event as a member of a team or group representing Superior Middle/High School in an approved activity.
8. Severe Weather.
9. Appearance at court or for other legal matters.
10. College planning visits. (Limit of 3)
11. Absences excused at the discretion of the Building Principal.

In order to ensure an absence is excused and make-up privileges granted, the student must:

1. Have the parent/legal guardian call the office requesting excused absence prior to the day of the absence. (Written requests in advance will be accepted only if the parent/guardian has no telephone).
2. In case of student illness, **the office must be notified between 8:00-9:00 A.M. of the morning the student is absent due to illness.**
3. Absences must be reported within 48 hours by the parent/guardian for consideration to be excused.

Students participating as members of a team or group representing Superior Middle/High School in an approved activity will automatically receive an excused absence. Students participating in an activity should contact their teachers for make-up work prior to leaving for the activity. All of the student's teachers will need to sign the student's sign-out sheet, signifying that the student has completed the necessary homework. Homework that is due for the day of the absence will need to be completed before the student leaves for the activity. If the teacher does not sign out the student, the student will not be allowed to attend the activity.

Students who, after being in attendance at school, find he/she must leave school must obtain permission from the principal in order to earn an excused absence and make-up privileges. If, for some reason, it is impossible to notify the office prior to a student's absence, the parents may request a meeting with the principal in order to present reasons why the office was not notified pursuant to this policy. If the reasons are acceptable, make-up privileges will be granted to the student.

Parents who know in advance that a student will be absent must call the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine

medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Students who have missing work will be expected to complete the work by the end of the day it was due or will be required to stay after school the following day. Students who do not show up for their after-school work session will receive a detention to be served with the teacher who is owed the missing work. If a student doesn't show up for the detention, they will receive an in-school-suspension each day until the missing assignment is completed.

Make-Up Work

Students with excused absences, as defined above, will have **two (2) days** for each day absent to make up the assignments missed due to the excused absence. For example, a student with two consecutive days of excused absence will have four (4) days to make up work for all classes, starting with the day they return to school.

Upon their return to school, students must contact all teachers to determine what make-up work must be completed.

Unexcused Absences

All other absences are unexcused unless the student was given prior approval by the principal. Students will not be permitted to make-up work missed due to an unexcused absence. For each assignment missed due to an unexcused absence, the student will receive a grade of zero (0) which will be averaged with the other grades for that grading period.

Excused Absences

A student may miss a total of **five (5) days per quarter**. This number is inclusive of both excused and unexcused absences; however, absences resulting from the participation in school activities do not count towards the limit of five. An absence that would place the student above the limit of five and is due to a funeral may be granted at the discretion of the administration. Students absent due to a funeral should make arrangements with the Administration prior to the absence if possible.

Parents of students who miss more than five (5) days per quarter will be notified in writing and will be scheduled to meet with the Principal to discuss the attendance problem. **A report may be filed with the County Attorney if the parent/guardian refused to meet with the administration and the attendance problem continues.**

Make-Up Time

Each case of excessive absence will be judged, based on its own merits. Unless extenuating circumstances exist, the student exhibiting excessive absenteeism will be required to make up time in the office. **This period of time will be 3:38 to 4:08 for a period of five days for each absence in excess of the 10 permitted per semester.** Failure to serve the make-up time may result in an "in-school" suspension. All make up time must be completed outside of the regular school day. Students not completing the necessary make-up time by the designated due date

will not receive credit for the semester.

Start of School Day and Tardiness

The school day starts at 8:05 A.M. and ends at 3:38 P.M. Monday through Thursday and runs from 8:05 A.M. to 2:38 P.M. on Fridays. Students are expected to arrive at school no more than 15 to 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.**

Students will be dismissed at the end of the last period of the school day unless other circumstances dictate otherwise (early dismissal, detention, etc.). Unless participating in a school sponsored activity, 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.**

Students who are tardy either at the beginning of the school day, or to any class period during the day must report to the office for a tardy slip. The office will determine whether the tardy is excused or unexcused. Students who report to class later than fifteen (15) minutes after class has started will be counted **absent** for that class. Students reporting to class late will be given a pass that is clearly marked either tardy or absent. Special circumstances may arise where the principal will admit a student or group of students to class late with no tardy or absence assessed.

Being tardy is disruptive to the instructional process and students are expected to be on time for classes. Excessive tardiness may result in not being admitted to class and a zero (0) given for all assignments missed due to the absence. Students who accrue unexcused tardies after accumulating over twenty (20) absences may be reported to the county attorney of the county in which the student resides.

Consequences will be assessed for repeated or habitual tardiness.

- Student will receive verbal warnings for the first 3 unexcused tardies they receive. Students will also be required to turn their phones into the office for any unexcused tardies.
- Starting with the 4th unexcused tardy, the student will receive a 30-minute detention. The detention will be served the day the unexcused tardy is received, unless the student is a bus student. Bus students unable to make arrangements to serve detentions the day they receive the tardy, will need to complete the detention the next day. Students will also be required to turn their phones into the office for any unexcused tardies. This will continue for tardies 5 through 9.
- Students receiving a 10th unexcused tardy will receive a 3 day in-school suspension. Students will also be required to turn their phones into the office while they are serving the in-school suspension.
- Students receiving their 11th unexcused tardy will be required to serve a 30-minute detention. The detention will be served the day the unexcused tardy is received, unless the student is a bus student. Bus students unable to make arrangements to

serve detentions the day they receive the tardy, will need to complete the detention the next day. Students will also be required to turn their phones into the office for any unexcused tardies. This will continue for tardies 12 and 13.

- Students who receive a 14th unexcused tardy will receive a 3 day out-of-school suspension.
- Students receiving their 15th unexcused tardy will be required to serve a 30-minute detention. The detention will be served the day the unexcused tardy is received, unless the student is a bus student. Bus students unable to make arrangements to serve detentions the day they receive the tardy, will need to complete the detention the next day. Students will also be required to turn their phones into the office for any unexcused tardies. This will continue for tardies 16 and 17.
- Students receiving an 18th unexcused tardy will receive a 5 day out-of-school suspension.
- Students receiving their 19th unexcused tardy will be required to serve a 30-minute detention. The detention will be served the day the unexcused tardy is received, unless the student is a bus student. Bus students unable to make arrangements to serve detentions the day they receive the tardy, will need to complete the detention the next day. Students will also be required to turn their phones into the office for any unexcused tardies. This will continue for tardies 20 and 21.
- Students receiving a 22nd unexcused tardy will be suspended for the rest of the semester and will also be turned into the county attorney.

Pregnant and Parenting Students

The District will not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy. Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming ~~The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.~~ In collaboration with the Title IX Coordinator.

Bills

Students should pay bills for supplies, fines, shop materials, clothing orders, etc., in the school bookkeeper's office. Any check for these payments should be made to Superior Public Schools unless otherwise instructed. Pursuant to board policy, the district will assess an additional penalty of \$30 for any check returned from the bank for insufficient funds.

When students purchase items of significant value, such as class rings and letter jackets, they must make payment at the time of purchase or when the order is placed.

Book Bags

Book bags are not allowed in classrooms or hallways during the school day. Students may use book bags to carry books to and from school, but they should be stored in their lockers during the school day. This guideline is in place for the safety of students, teachers, and staff.

Books and Supplies

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students may supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. If a family cannot provide all the listed supplies due to financial circumstances, please contact the building principal or office for assistance.

Breakfast and Lunch Periods - Closed Campus

Students may not leave the building without permission from the administration. The campus is closed for all students. Students will not leave the school grounds during the lunch period. Students may bring their own breakfast/lunch or use the regular school menu. No pop, candy or commercial foods can be brought to the school or purchased from the vending machines a half hour before and after the scheduled breakfast/lunch periods. Middle and High School students may be assigned seating areas by the lunch supervisors.

Breastfeeding and Lactation

In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. The district will also provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

Students who wish or need to express breast milk on a regular schedule must work with school administrators to create a schedule that accommodates the student's needs while facilitating education to the maximum extent possible.

In order to prevent interference with the educational process, no student shall express breast milk with school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal laws.

Bulletin Boards

Bulletin boards are maintained throughout the building to communicate general information, material, and school announcements. Students should check the bulletin boards carefully each day. A written copy of daily announcements will be posted on the bulletin board by the main entrance and also on the bulletin board in the junior high hallway.

Bulletin board or electronic publishing space may be provided for the use of students and student organizations for notices relating to matters of general interest to students. The following general limitations apply to all posting or publishing:

1. All postings must be approved **by** the appropriate building principal or designee. Students may not post any material containing any statement or expression that is

libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.

2. All postings must identify the student or the student organization posting or publishing the notice.
3. Material shall be removed after a reasonable time to assure full access to the bulletin boards or electronic publishing media.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

Students are prohibited from engaging in any form of bullying. A student who engages in bullying on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences. Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district’s day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law. The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion.

Reporting Bullying

Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district’s anonymous platform Safe2HelpNE to make this report. Reports may be made via the toll free number: 833-980- 7233 or by downloading the Safe2HelpNE app on your smartphone. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstances will school district staff be deliberately indifferent to allegations of bullying.

Cafeteria Rules

1. All food is to be eaten by the student or left on the tray when returned to the dishwasher. All straws, papers, and milk cartons should be deposited in the trash

- cans. All leftover food should be scraped off the tray into the correct container.
2. Forks and spoons should be placed in the pan with water, NOT THROWN AWAY! If disposable utensils are being utilized, they will need to be placed in the trash after their use.
 3. Students are to use proper manners, including eating quietly.
 4. There will be no throwing of food or other items.
 5. Second servings are available to those who have made an effort to clean their trays and have the requisite funds as required by board policy.
 6. Students should remain at their tables until they are dismissed. Students are expected to remain at school during the lunch period.
 7. Students must treat lunch personnel with respect.
 8. Students who violate the above rules will be disciplined.

Cell Phones and Other Electronic Devices

Regulations on Use

Students may not use cell phones or other electronic devices while at school, except as permitted in this handbook.

Students will secure electronic devices in a school-issued Yondr bag upon entering the building each day and may use cell phones or other devices only when given specific permission by a school employee. Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms. Students who fail to bring their Yondr bag to secure their device will report to the office to secure their device in a bag that will be left in the office for the day. Students are responsible for their Yondr bag similar to any other school- issued equipment.

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

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately. Repeated offenses will result in the administration returning the confiscated devices to the offending student's parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or other illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student to be found in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state and federal agencies, which may result in arrest, criminal

prosecution, and possible inclusion on sex offender registries.

Violations

1. Prohibited Use of Electronic Devices:

Students shall not use electronic devices for:

- a. activities which disrupt the educational environment;
- b. illegal activities;
- 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 the image or voice of another person, without the express permission of the person recorded, while on school grounds, at a school activity, or in a school vehicle, other than the recording of persons participating in school activities open to the public;
- g. failing to promptly delete any recording or image in violation of this policy;
- h. “sexting”, or while on school grounds or at a school activity having any “sexting” message on their electronic devices regardless of when the message was received; or
- i. activities that invade the privacy of others.
- j. texting or social media

Earbuds and smart watches will not be allowed during school hours.

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately.

First offense – This will result in the phone being taken to the principal’s office by school officials. This will also result in a detention, and the phone will be returned to the student at the end of the school day.

Second offense – The phone will be taken to the principal’s office by school officials and will only be released to a parent/guardian at the end of the school day. The student will be assigned one day of in-school suspension.

Third offense – The phone will be taken to the principal’s office by school officials and will only be released to a parent/guardian at the end of the school day. The student will receive two days of in-school suspension and must check their phone into the office daily for the remainder of the semester. Refusal to daily check the phone into the office will result in additional suspensions.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in any academic dishonesty in any form. Prohibited behavior includes:

- Obtaining, attempting to obtain, or aiding another person to obtain credit for work by any dishonest or deceptive means.
- Lying.
- Copying another person's work or answers.
- Discussing the answers or questions on a test or assignment unless specifically authorized by the teacher.
- Taking or receiving copies of a test without the permission of the teacher.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Submitting work or any portion of work completed by another person.
- Failing to give credit for ideas, statements, facts, or conclusions which rightfully belong to another person.
- Failing to use quotation marks or other appropriate means of attribution when quoting directly from another person or source.
- Using Artificial Intelligence or programs like ChatGPT to complete assignments.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty is subject to discipline, up to and including expulsion.

Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Class Dismissal

Classes are in session from the ringing of the tardy bell until the teacher dismisses the class. The bell at the end of the period is not a dismissal bell, and students may not leave their classrooms until they have been excused by their classroom teacher.

Classroom Behavior

Student behavior and attitude in the classroom must be cooperative and focused on learning. All students must:

- arrive to class on time;
- remain in the classroom the first 30 minutes of each class period;
- prepare for class with all necessary materials;
- be considerate of others;
- respond promptly to all directions of the teacher; and

- take care of school property and the property of others.

Teachers will establish classroom conduct rules which students must obey.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173-Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a “best practice” guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child’s health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call **John Whetzel** ~~Jennifer Gady~~ 402-879- 3257 ext. **127** ~~416~~.

Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student’s report card. Parents will also be notified of their student’s possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student’s transfer when the district receives a written request signed by the student’s parent or guardian or upon being notified that the student has enrolled in another school.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies ~~to board members, patrons, students and school staff, to~~ **complaints** unless the ~~staff member~~ complaint is subject to a different **grievance** procedure ~~pursuant~~ **required by law,** ~~to~~ policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems **at the lowest level of the chain of command.** When ~~such~~ **those** efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth **in any specific policy addressing those areas or the procedures set forth** below. ~~Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board’s policy titled “Title IX.”~~ Allegations of sex discrimination covered by Title IX will be addressed through the board’s Title IX policy.

References to “coordinator” in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, ~~Title IX/504~~ coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a. Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b. Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c. Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d. Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the ~~School District's Title IX/504~~ applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268- 0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or ~~to the Title IX/504~~ coordinator, the administrator or ~~Title IX/504~~ coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
 - a. Determine whether the complainant has discussed the matter with the respondent staff member involved.
 - i. If the complainant has not, ~~the administrator or Title IX/504 coordinator will~~ urge the complainant to discuss the matter directly with the respondent that staff member, if appropriate.
 - ii. If the complainant refuses to discuss the matter with the respondent staff member, the administrator or ~~Title IX/504~~ coordinator shall, in his or her sole

discretion, determine whether the complaint should **or must** be pursued further.

- b. Strongly encourage the complainant to reduce his or her concerns to writing.
 - c. Interview the complainant **and, if necessary, the respondent against whom the complaint is filed**, to determine:
 - i. All relevant details of the complaint;
 - ii. All witnesses and documents which the complainant believes support the complaint;
 - iii. The action or solution which the complainant seeks.
 - d. Respond to the complainant. If the complaint **involves** ~~involved~~ discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or ~~Title IX/504~~ coordinator **receives** ~~received~~ the complaint.
4. If either the complainant or the **respondent** ~~accused-party~~ is not satisfied with the ~~administrator's or the Title IX/504 coordinator's~~ decision ~~regarding a complaint~~, he or she may appeal the decision to the superintendent. **The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.**
- a. ~~This~~ **The** appeal must be in writing.
 - b. This appeal must be received by the superintendent no later than **three (3)** ~~ten (10)~~ **business calendar** days from the date ~~the administrator or Title IX/504 coordinator communicated his/her decision to the complainant~~ **of the decision**.
 - c. **For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.**
 - d. ~~Upon completion of this investigation, the~~ **The** superintendent **will prepare a written decision and inform** provide it to the complainant **and any other person entitled by law to receive the appeal decision** ~~in writing of his or her decision. If the complaint involved—~~ **For complaints involving** discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received the complainant's written appeal. **Appeals to the superintendent from**

complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

- a. When the complaint is about a board policy, not implementation of the policy;

- b. When the complaint involves the budget or school expenditures that have been or must be approved by the board; or

- c. When the board is required by law, policy, or contract to hear a complaint or appeal.

If ~~either the complainant or the accused~~ a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding ~~a~~ the complaint or appeal, he or she may appeal the decision to the board.

- d. This appeal must be in writing.

- e. This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.

- f. This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

- g. The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involved discrimination or harassment allegations against the Superintendent, the board president shall submit ~~its~~ the decision within 180 days after ~~it received~~ receiving ~~complainant's~~ the written appeal.

- h. There is no appeal from any decision of the board unless authorized by law.

6. ~~When a formal complaint about the superintendent of schools has been~~ Formal complaints about the superintendent shall be filed with the president of the board. However, complaints

about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president shall promptly and thoroughly investigate the complaint, and shall:

- a. Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president, or his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
- b. Determine whether the complainant has discussed the matter with the superintendent.
 - i. If the complainant has not, the board president will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - ii. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

~~Strongly encourage the complainant to reduce his or her concerns to writing.~~

- c. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
- d. Respond to the complainant or appeal. If the complaint or appeal involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.
- e. Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504

team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings

The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Conferences

Students' academic success has been closely linked to parental involvement in school. The school district has formal parent-teacher conferences during the **middle of the first and second semester** ~~first and third quarters~~. When the teachers and the principal deem them necessary, additional conferences will be scheduled with parents on a case-by-case basis.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the building principal to discuss parental concerns, student needs or any other issue.

Copyright and Fair Use

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. “Fair use” of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes “fair use” should consult with their teacher or building principal, review the school district’s copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site:

<http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Contact Information

Parents must supply the school with their student’s address and telephone number as well as information about how to reach a responsible adult during the school day. Parents must promptly inform the school if this contact information changes during the school year.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

Dances/Prom/Homecoming

School dances are part of the district’s extracurricular activity program. Students who wish to participate in school dances must comply with the activity code. All students attending must be in good standing (attendance, grades, behavior, etc.) in order to participate in the school dance.

Middle School Dances

Middle School dances (6-8) are restricted to students currently enrolled in the Superior middle school and will be sponsored by middle school teachers and parents. Any organization wishing to sponsor a middle school dance must obtain permission from the principal regarding date and times. **Each dance must be sponsored by at least two faculty members and one additional adult couple.** Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

High School Dances

All high school dances are restricted to Superior High School students and their guests. Any organization wishing to sponsor a dance must obtain permission from the principal regarding date and times. **Each dance must be sponsored by at least two faculty members and one additional adult couple.** Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

Junior/Senior Prom

Members of the Superior High School junior and senior classes may invite guests to the prom under the following rules:

- 1. All guests must be cleared through the principal's office. The name of the guest must be submitted to the principal ahead of time.
- 2. Guests are expected to follow all rules the students must follow. Each student is responsible for his/her guest's conduct.
- 3. Appropriate attire is expected. **No blue jeans, shorts, or t-shirts will be allowed at the banquet or dance for prom.** Black dress jeans will be acceptable.
- 4. **Students who are ineligible will not be allowed to attend prom.**

Homecoming

The selection of Homecoming Queen and Homecoming King candidates shall be made by the entire student body. The male and female students with the highest scores among the candidates will be the Homecoming Royalty Court. The male and female with the highest scores from this vote will be the Homecoming King and Queen.

On the ballot, students will vote on (1) male and (1) female from the senior class that have met the requirements to be on the ballot. The ballots will be based on the following standards:

Number of Students in Senior Class	Number of Candidates
45 or more	12 Candidates
35-44	10 Candidates
25-34	8 Candidates
24 or less	6 Candidates

Candidates must be a member of the current senior class and must have a minimum of an 80% grade point average upon completion of his/her junior year. Homecoming activities will be coordinated by the Student Council.

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle, at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: **Cesar Torres** ~~Jennifer Gady~~ at

402-879-3257 ext. 116, ctorres@superiorwildcats.org jeady@superiorwildcats.org or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: John Whetzal at 402-879- 3257 ext. 127, jwhetzal@superiorwildcats.org, PO Box 288, Superior, NE 68978 or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact ~~Jennifer Gady at 402-879-3257 ext.116~~, [John Whetzal at 402-879- 3257 ext. 127, jwhetzal@superiorwildcats.org](mailto:jwhetzal@superiorwildcats.org), or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Dress and Appearance

The dress of students attending the Superior Public School District is the responsibility of parents. Inappropriate dress by students is dress that interferes with the educational process of the school.

All students are expected to take pride in their personal appearance. Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail. By regulation, the administration may establish specific attire that is prohibited.

The following are examples of unacceptable school attire:

1. Tank tops or tops that do not have straps that are at least two (2) inches in width or muscle shirts with large arm holes.
2. Clothing that does not properly and adequately cover the student's body. For example, bare midriff clothing, [open back shirts](#), extremely tight shorts, shorts that expose the buttocks, etc.
3. Pants or shorts worn below the waist.
4. Exposed undergarments such as sports bras, underwear, etc.
5. Jewelry (necklaces, rings, bracelets, etc.) that may pose a safety hazard.
6. Headwear, such as caps/hats/bandanas in school buildings during the school day.
7. Attire, including tattoos, that advertises, promotes, or makes reference to drugs, alcohol, violence, tobacco, profanity, or sexual in nature.
8. Bare feet (some type of footwear must be worn)
9. Sweatshirts/hoodies may be worn as long as the student does not wear their hood during school hours. Students not following this expectation may lose the opportunity to wear sweatshirts/hoodies.
10. Blankets

The school dress code will be in effect during the school hours and during school activities unless students are given permission by the principal to wear something different. The Principal or Superintendent will have authority to make the final decision regarding the appropriateness of attire and grooming.

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Students will also receive zeros for any assignments they miss while correcting the violation.

Continual violations of the dress code will result in disciplinary action up to suspension and expulsion.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing, or selling any drug, alcohol or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Emergency Contact Information

Parents must complete an emergency information sheet for each child enrolled in the district. The sheet should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions. Parents should promptly inform the school if this contact information changes during the school year.

Eye Exams

All students enrolling in kindergarten or transferring into the school district from out of state must undergo a visual examination by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, which consists of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity, except that no such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing. They must provide evidence of the vision examination within six months prior to entrance. The cost of such physical examination and visual evaluation shall be borne by the parent or guardian of each child who is examined.

Fighting

The district has a zero tolerance policy in regards to fighting. Fighting will not be tolerated at school or school activities. Students should do everything they can to avoid physical confrontations at school. Fights at school disrupt the learning environment and cause problems for students, teachers, and the school as a whole.

The following guidelines will be used at Superior MS./Sr. High School for those students involved in fights:

First offense: Automatic two (2) day out-of-school suspension for all students involved.

Second offense: Automatic four (4) day out-of-school suspension for all students involved. Parents and students will be required to meet with the administration before the student is allowed back into classes.

Fire Drills and Emergency Exits

As required by law, fire drills will be held at regular intervals. Fire drills are important and are to be treated seriously. Specific instructions for evacuation of the building for a fire drill will be given on the first day of school. Students will leave the room immediately when the fire alarm sounds. Conversation should be kept at a minimum and lines should be kept well organized and moving rapidly. The first student out of a door should step aside and hold the door open for those that follow. The same procedure is used in case of a bomb threat.

Food and Drink Regulations

The classroom is meant to be an academic environment. Food, candy, and drink items, other than water, should be used on a limited basis in classrooms under the supervision of the classroom teacher. Food and drink containers cannot be taken to the lockers, unless it is the student's sack lunch brought from home. Outside food and drink will not be allowed in the building or classrooms without the permission of the administration.

Gum chewing is allowed during the school day. **Students should dispose of their gum by wrapping it in a tissue and placing it in a trash can. Students should not stick gum under or onto furniture including desks and tables.**

Food Service Program

The Superior Public Schools participate in USDA's National School Lunch Program and offer a complete hot lunch program. Prices for lunch meals shall be determined by the Board of Education.

Breakfast

The school will serve breakfast daily from 7:40 a.m. until 8:00 a.m.

Lunch

Lunch prices depend on the federal funding that the program receives.

Payment for Meals

Students are encouraged to pay for meals several weeks in advance. Payment should be made to the ~~bookkeeper in the~~ office.

If a family account has no funds available to pay for a meal, the family account will be permitted to charge up to ten meals. Thereafter, if a family account has no funds available to pay for a meal, no food will be provided.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

Notice of Non-discrimination

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

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

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

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Las agencias estatales o locales de SNAP y FDPIR, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, credo religioso, discapacidad, edad, creencias políticas, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o con discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] llamando al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf. y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: 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; o

(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. A student's parent, or "caregiver" as that term is defined in the Nebraska Strengthening Families Act, must authorize a student to participate in a field trip by signing a permission slip and providing it to the school before the field trip. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

First-Aid

First-aid items may only be used by school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

Head Lice

Students found to have live head lice or louse eggs will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice or louse eggs the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice or eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined. The student cannot ride the school bus until the district has cleared the student to return to school.

Health Problems

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If a student persistently requests to be excused from these activities, the building principal or classroom teacher may require a doctor's verification.

Parents should notify the principal or superintendent if their student has any special health problems such as diabetes, asthma, or the like.

Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Homeless Children and Youth

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is John Whetzal, who may be contacted at 402-879- 3257 ext. 127.

Illness or Injury at School

The school district will contact parents if a student becomes ill at school. Students becoming ill at school must report to the principal's office to obtain a pass and transportation home. **Under no circumstances is a student to simply leave school.**

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever necessary. When school officials determine that a student needs immediate medical attention but the parents cannot be reached by phone, emergency services will be summoned or the student will be taken directly to the doctor and/or hospital. Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

Immunizations

All students must furnish one of the following to school officials:

- proof of adequate immunizations for mumps, measles, rubella; diphtheria, pertussis, tetanus; polio; and hepatitis B series; or
- a signed parental statement of refusal to provide the immunization history.

Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records. A summary of the School Immunization Rules and Regulations are included in this handbook.

Provisional Enrollment. Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations.

Students who are exempted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited

except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Library

The library is open from 8:05 A.M. until 3:38 P.M. Monday thru Thursday and from 8:05 A.M. until 2:38 P.M. on Friday. Students should become acquainted with the library. The librarian and assistants are prepared to help students utilize the library. Students are expected to keep the library as clean and orderly as possible. Students with overdue, damaged, or lost books will be charged appropriately for each situation.

Lockers and Other School Property

Each student is assigned a locker. These lockers are to be used for storing items such as books and supplies. **Lockers should not contain food, drinks, and** inappropriate posters and pictures are not to be displayed in or on the lockers.

It is the student's responsibility to see that their locker is locked and in order at all times. This helps to avoid loss and damage. Students will be fined for damage to lockers and other school property.

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

Lost and Found

All lost and found articles are to be taken to the office of the principal. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medications

Whenever possible, parents should arrange medication schedules to eliminate the need for

giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication. (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, the medication name and dosage, and directions for administering the medication. Only the amount needed at school is to be sent.

Non-prescription medication. (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication

All medicine must be accompanied by a parent/guardian's written permission. All medication must be taken to the office. If the above procedures are not followed, the administering of medicine will not be done at school.

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Meetings of Clubs/Societies/Organizations

Meetings will be scheduled during PAWS time whenever possible. Any meeting held after school hours must be approved by the principal and posted on the master calendar. All meetings must have a sponsor present.

Memorials

Memorials or plaques honoring deceased students are generally not allowed in or on the school grounds unless authorized by board policy. Dedications to students will not be allowed.

Scholarships in the deceased person's name will not be set up by the school. Scholarships set up by outside organizations or individuals, such as a foundation will be allowed.

Opting Out of Assessments

The Board of Education has adopted a policy on approval and denial of state and federal

assessment opt-out requests, which is based on requirements in law. The policy can be requested by contacting the Superintendent of Schools, **John Whetzal**, at 402-879-3257 ext. 127.

Title I Parent and Family Engagement Policy

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I Program shall include, but is not limited to:

- An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest in such meetings.
- An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
- Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
- The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
- Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

- The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
- 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.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Personal Items

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as electronic devices or other similar personal items to school unless they have the prior permission of their teacher or a school administrator. The school is not responsible for damage, loss or theft of personal items or equipment.**

Physical Education

The school district requires students to receive physical education to assist them in developing gross and fine motor skills. Students are not required to wear P.E. uniforms, but are encouraged to wear tennis shoes and bring additional clothes for P.E.

Physical Exams

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

Pictures

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Parents who want pictures of their students may purchase them directly from the photographer.

Police Questioning and Apprehension

Law enforcement officers and any officer of the court are encouraged to contact students of the Superior Public School District after school hours whenever possible. In the event it is necessary for such officers to have a conference with a student for the Superior Public School district, an administrator or his designee shall contact the student's parents or guardians and inform them of the conference. If the parent or guardian of such student cannot be contacted or the parent or guardian is unable to be present during the conference between the law enforcement officer and the student, the conference shall not be held during the school hours or school property unless the officer is in pursuit of a student or has a warrant for a student's arrest. Students at risk, i.e., suspected of child abuse or neglect, deemed such by the administration, may conference with representatives of the Nebraska Department of Health and Human Services and/or law enforcement officers without prior knowledge of the parent or guardians.

Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: during the month of August of the current school year. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

ACT Exam

Students taking the ACT Exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

Public Displays of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching, or any other display of affection that a staff member determines to be inappropriate.

Reasonable Suspicion Testing

Students may be required to submit to drug or alcohol testing if there is a reasonable suspicion that the student is under the influence of drugs or alcohol.

Regulations Governing Classes and Organizations

1. A student whose conduct was not satisfactory as determined by the administration or board, or who had a failing grade in any subject in the previous semester, shall not be elected to any office in any class or organization.
2. Any student elected to any office in any class or organization must maintain satisfactory conduct and passing grades. Any student whose conduct becomes unsatisfactory as determined by the administration or board, or who fails a subject, shall be removed from office. An election shall be called to fill the resulting vacancy.
3. No student shall be allowed to hold the same office for more than one year. The election of officers shall take place on a day determined by the principal of the high school and announced at least one day prior to the election. Eligibility lists will be posted at the time of calling the election.
4. Meetings of any class organization may be held with the consent of the sponsor who shall consult the principal before calling such meeting.

All class organization meetings will be governed by the rules of parliamentary procedure.

If class organizations foster antagonism or individual members of class organizations fail to render assistance in prohibiting inter-class controversies, all class organizations may be

abolished.

Rights of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term “custodial parent” refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students’ records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent’s request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference.

The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents’ behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

Searches of Student Lockers and Property

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. School property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration.

By driving a vehicle to school and parking on school grounds, students consent to having that vehicle searched by school officials if school officials have reasonable suspicion that such a search will reveal a violation of school rules or state or federal law.

The following rules shall apply to searches of students, searches of a student's personal property, and 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 is to 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 may be removed from student possession.

Self-Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact Megan McMeen at 402-879-3257 ext. 157 or ~~Jennifer Gady at 402-879-3257 ext. 116.~~ John Whetzal at 402-879-3257 ext. 127.

Senior Class Activities

1. Announcements and Cards - Seniors may purchase class graduation announcements and name cards. Class colors will be selected from the color options presented by the announcement company. From a variety of announcements, all seniors select the one type they would like to have.
2. Baccalaureate and Commencement - The final step for seniors is Commencement. Seniors, in their caps and gowns, receive their diplomas at this ceremony. Cap and gown colors will be representative of the school colors red and white. Black or silver may be substituted for white since those colors are present in uniforms used by the school. Seniors will secure a graduation speaker by the end of February or may choose to have a Senior video. The Senior video will be 15 - 20 minutes in length. The administration will approve the speaker or video, and will have the final approval. The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner: 93-94% Cum Laude, 95-97% Magna Cum Laude, and 98-100% Summa Cum Laude. The percentages will be based on the students' cumulative grade point average. Any graduating senior with an ACT score of 30 or higher will have their name placed on a plaque. Students caught smoking/drinking/under the influence of drugs or with tobacco/alcohol/drugs in their possession during graduation practice or at the actual ceremony will not be allowed to participate in the formal ceremony, and will receive their diploma before the formal ceremony has taken place.
3. Awards Day - This event occurs during the final week of school. At this program students receive recognition through the presentation of various honors and awards.

Smoking and Tobacco

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative

nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified of the following:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.

If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Standardized Testing

The Northwest Evaluation Association's Measures of Academic Progress (MAPS) is administered annually in grades 3-11 to determine the students' achievement probability for individual success. Tests are administered in fall, winter, and spring, and the results are given to parents at parent teacher conferences or sent home with the student.

Student Assistance

If your child has any learning, behavior, or emotional needs that you believe are not being addressed by the school district under existing circumstances, please contact your child's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of your child.

Student Fee Policy

The Superior Public Schools District 65-0011 shall provide free instruction in accordance with the Nebraska State Constitution and Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

There will be a \$30 service charge on all returned checks.

Definitions

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

Listing of Fees Charged by this District.

1. **Guidelines for Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course, or activity.
2. **Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
3. **Personal or Consumable Items.** The district will provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers, and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials, and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
4. **Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the finished product will remain the property of the district unless the students either furnish or pay for the reasonable cost of materials required for the course project.

The maximum dollar amount charged by the district for course materials shall be:

● Industrial Technology Classes	\$5 per semester plus \$20 to \$800 depending on student choice of materials for personal projects.
● Art Classes	\$5 per semester plus \$5 to \$50 depending on student choice of materials for personal

projects.

- Family and Consumer Science Classes \$5 per semester plus \$5 to \$50 depending on student choice of materials for personal projects.
- Agriculture Education Classes \$5 per semester plus \$5 to \$50 depending on student choice of materials for personal projects.

5. Technological Devices. The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be \$40.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be \$35. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be \$50.

6. Extracurricular Activities. The school district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activity's fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Season Pass: \$30 Covers admission to all home extracurricular events. This excludes conference and NSAA activities.
- Student participation fee: \$30 Required of all students who participate in athletics and/or other extracurricular activities. Includes Season Pass.

- FFA: Annual membership fee of \$20. Cost of attendance at State and/or National Conventions are the student's responsibility. Students must purchase the jacket and other attire.
 - Art Club: Annual membership fee of \$10.
 - Drill Team/Flag Corps: Students must purchase uniforms and shoes selected by the sponsor and/or student group.
 - Swing Choir: Students must purchase outfits and shoes selected by the sponsor and/or student group.
 - Instrumental Music/Band: \$10 uniform cleaning fee. Students must provide their own instruments and marching band shoes.
 - Football: Students must provide their own football shoes, undergarments, and mouth guards.
 - Golf: Students must provide their own golf shoes, undergarments, and clubs.
 - Physical Education: Students are responsible for the cost of off campus activities if not graded.
 - Track, Volleyball, Wrestling, and Basketball: Students must provide their own shoes and undergarments.
 - Future Business Leaders of America: Annual membership fee of \$20. Cost of attendance at State and/or National Conventions are the student's responsibility.
 - ~~Family, Career, and Community Leaders of America: Annual membership fee of \$20. Cost of attendance at State and/or National Conventions are the student's responsibility.~~
 - Foreign Language Club: Annual membership fee of \$10.
7. **Post-Secondary Education Costs.** Some students enroll in post-secondary courses while still enrolled in the district's high school. As a general rule, the district will pay all tuition costs for post-secondary courses and cost for achieving industry-based certifications. Students will be responsible for books and other such fees associated with the course. Students who do not successfully meet the requirements to receive credit or certification must reimburse the district for all costs associated with the course or certification.
8. **Transportation Costs.** The district will charge students reasonable fees for district-provided transportation services to the extent permitted by federal and state statutes and regulations. The maximum dollar amount of the transportation fee charged by this district shall be \$10.

9. **Copies of Student Files or Records.** The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records. The district will charge a fee of 10 cents per page for reproduction of student records.
10. **Participation in Before-and-After School or Pre-Kindergarten Services.** The district will charge reasonable fees for participation in before-school, after-school, or pre- kindergarten services offered by the district pursuant to statute. The maximum dollar amount charged by the district for these services shall be \$100 per month.
11. **Participation in Summer School or Night School.** The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount for summer and night school shall be \$300.
12. **Charges for Food Consumed by Students.** Superior Schools is participating in the School Nutrition's Program Community Eligibility Provision. All student breakfasts and lunches are free. Students will need to have money in their meal accounts to purchase milk, seconds and ala carte items and Kindergarten snack milk. No cash will be accepted. No applications for free & reduced meals need to be completed. Superior Schools is an Equal Opportunity Employer. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club, or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.
13. **Charges for Musical Extracurricular Activities.** Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:
- Band Students must provide their own instruments and marching band shoes, plus a suggested \$10 uniform cleaning fee.
 - Swing Choir Students must purchase outfits and shoes selected by the sponsor and/or student group.
14. **Contributions for Class Extracurricular Activities.** Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions and

graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extracurricular activities. The suggested donation to the class fund will be \$5 to \$100.

Waiver Policy

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, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

Distribution Policy

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment, or attire from parents, guardians, and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

Fund-Raising Activities.

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

Student Fee Fund

The school board established a Student Fee Fund. The Student Fee Fund is a separate school district fund that will not be funded by tax revenue, and that will serve as a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will

provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and make arrangements for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Computer/Chromebook Student Access Student Internet and Computer Access

Students are expected to use computers\Chromebooks and the Internet as an educational resource. The following procedures and guidelines govern the use of computers\Chromebooks and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers\Chromebooks to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers\Chromebooks, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers\Chromebooks for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers\Chromebooks to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.

6. Students shall not use school computers\Chromebooks for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename or make unusable anyone else's computer\Chromebook files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer\Chromebook code designed to self-replicate, damage, or otherwise hinder the performance of any computer's\Chromebook's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers\Chromebooks, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not falsify electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer\Chromebook system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer\Chromebook system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a) Loss of computer\Chromebook privileges;
 - b) Short-term suspension;
 - c) Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d) Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Online Privacy Protection ACT (COPPA)

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer\Chromebook applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. Education About Appropriate On-Line Behavior

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on
 - a) Appropriate interactions with other individuals on social networking websites and in chat rooms.
 - b) cyberbullying awareness and response.
3. The School District's technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy.

Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Directory Information. FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than **the last Friday in August of the current school year.**

Non-Directory Information

All of the other personally identifiable information about students that is contained in this school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA

statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third- party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Maintenance and Destruction

All files or records shall be maintained so as to separate academic and disciplinary matters, and all disciplinary materials shall be removed and destroyed upon the pupil's graduation or after his/her continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to law.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Transfer or Withdrawal

Students withdrawing or transferring to another school must inform the building principal or guidance counselor. Grade reports may be withheld pending payment of all school debts and obligations.

Student Vehicle Use

Use of the school parking lot is a privilege extended to students. Under Nebraska law, this privilege may be made subject to reasonable restrictions to prevent inconvenience to other users and to prevent the danger of injury to persons or property. The school may revoke the parking privilege of any individual at any time for violations of rules governing use of the parking lot. Students who drive cars to school are required to observe the following regulations:

1. Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
2. Cars are to be properly parked in designated areas. Student vehicles should be parked in the north parking lot in the areas marked for parking.
3. Students are not to go to the parking area or vehicles during the school day, including over the lunch period unless given permission by the principal.
4. Students driving on permits are reminded that such a permit entitles the student to go directly to and from school by the shortest route.
5. Students participating in activities after school are not to move cars until the activity is completed.
6. Students are not to use cars for errands during school time unless given permission by the principal.
7. Student vehicles parked on school property maybe subject to search when there is reasonable suspicion by school officials that the search will reveal contraband or violations of school rules.

Regulations governing student driving and parking will be in effect during normal school hours and at all school sanctioned or sponsored events outside the normal school day. Vehicles that are improperly parked may be towed away at the direction of the administration, at the expense of the owner or driver.

By driving a vehicle to school and parking on school grounds, students consent to having that vehicle searched by school officials if school officials have reasonable suspicion that such a search will reveal a violation of school rules.

Telephone Calls

The school's telephone may be used only with permission of staff. Students who need to use their cell phones to make a phone call need to report to the office to place their call. Students need to have approval from the administration before using their cell phones during school hours.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school

community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing “transient” threats from serious ones in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student’s educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were

threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, building principals, guidance counselor, social worker, SPED director, school nurse, and school psychologist. Local law enforcement will be involved as needed. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor the student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of

concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report results of its investigation to the student's individualized education plan team. Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All Hazard School Safety Plan.

Transportation Services

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

Transportation to School

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule, and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

The Superintendent will schedule bus routes, and questions concerning them should be directed to that office.

Bus Regulations

Students who are passengers in school buses are to abide by the same rules that apply to classroom conduct. The bus drivers have the same authority as teachers while transporting students. If a student misbehaves on the bus, the driver is expected to report the incident to the administration. If misconduct reoccurs, the student will not be allowed to ride the bus.

Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed to ride the bus.

A) Rules of Conduct on School Vehicles:

1. Students must obey the driver promptly.
2. Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
3. Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
4. Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students are prohibited from throwing or passing objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
9. Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
11. Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
12. Student must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
15. Video cameras are placed on buses to monitor student behavior on the bus.

B) Consequences

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include a note home to parents, suspension of bus riding privileges, exclusion from extracurricular activities, in-school suspension, short term or long term suspension from school, and/or expulsion.

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

C) Records

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

D) Procedures Concerning Regular Bus Routes

1. Requests to be dropped off at a point not on the regular route will not be accommodated unless extenuating circumstances arise and the request is approved by the transportation director or administration.
2. Students who are not regular route riders may not ride the bus home with a friend unless written permission is presented to the bus driver ahead of time by the parent of the non-route rider. The written permission should include the non-route rider's name, the date, the signature of the non-rider's parent, and the place approved for drop off.

Non-route riders' requests may not be granted if it causes overcrowding of the vans or buses (vans have a 10-rider plus driver maximum occupancy).

Transportation to Activities

The school district provides transportation to students who are participating in school- sponsored events and they must ride to those events in a school vehicle unless other arrangements are granted by the building principal. Students who wish to take private transportation home from a school event must submit a release form to the sponsor which has been signed by that student's parent.

Video Surveillance and Photographs

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on Superior Public Schools District 65-0011 property. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school- sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance the students remain subject to the district's appropriate use and student discipline policies. For example, students making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan

(IEP) or Section 504 Plan.

In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Students who violate this policy may be subject to discipline up to and including expulsion.

Visitors

All visitors must report to the office. Students wishing to bring a visitor must have approval from the principal at least two (2) days prior to the visit. The following stipulations shall also apply to visitors other than parents/guardians:

1. Visiting students must be enrolled in another school district.
2. Any problems caused by visiting students will result in the hosting Superior High School student not being allowed to have any future guests visit the school.
3. Visitors are not allowed during the last two days of the first and second semester.
4. Visitors are limited to one day, or a portion thereof, of visitation per school year.
5. Each visitor will be given a visitor's pass that must be worn at all times.

Weather-Related School Closing

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow or ice. **School closings will be announced via radio on KRFS. Closing information will also be made available via television on NBC Nebraska Channel 4, KOLN/KGIN Channels 10/11, and NTV channel 13. Text messaging and/or email notification is also available. Please contact the school if you are interested in getting signed up for the text messaging and/or email program. An automated calling service will also be utilized for notifications.**

Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. ~~Parents who do not believe it is safe to transport their students to school may keep their students' home after contacting the district office.~~

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. Staff members should treat the absence 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 (except in case of a tornado) 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.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

Withdrawal From School

Students who are moving from the district must notify the school office.

Yearbook Photographs

Pictures used in the Yearbook are done by a professional photographer and cost the journalism department. Pictures in which students are making inappropriate gestures, wearing clothing which does not comply with the school's dress code, or which display any prop will not be published in the yearbook. If a photo has to be retaken because of a student or students' actions, those involved will pay for the cost of the retake.

**SECTION THREE
STUDENT DISCIPLINE**

General Discipline Philosophy

The school has the authority and responsibility to regulate student conduct on school property, in school vehicles, during school related activities away from school and while students are traveling to and from school. The Board of Education, any school district employee, or any designated agent of the school district has the responsibility and authority to regulate student conduct and impose disciplinary sanctions. Sanctions which may be imposed for violating school regulations shall include, but are not limited to, conferences, detention, restriction from activities, administrative suspension, and/or expulsion. Sanctions shall be reasonable and consistently applied for the violation and the student involved, and imposed with a consideration for the student's rights to an education and due process of law.

Extracurricular activities including athletics, drill team, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school.

When in-school suspensions, after-school assignments, Saturday School 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. District administrators may develop building- specific protocols for the imposition of student discipline.

Any disciplinary action taken by staff must be consistent with the requirements of other applicable laws, including but not limited to the IDEA, Section 504, and Title IX.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent

or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve detention when the student violates any of the rules contained in this handbook or violates classroom- specific conduct rules set by individual teachers.

Students who may have to stay after school will be allowed to telephone parents and advise them of the situation. Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day. We realize this could be an inconvenience to parents, however, the after-school time is important and should be reserved for all students who need it. Teachers will utilize such times sparingly and for good reason. We ask for your sincere cooperation for full effectiveness.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office or with the teacher assigning the detention.

Starting with the 4th detention in the school year the student will be suspended from all extra-curricular activities for a period of (1) week. Students not participating in extracurricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra- curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving a 5th detention in the school year will result in the student being suspended from all extra-curricular activities for a period of (2) weeks. Students not participating in extra-curricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving a 6th detention in the school year will result in the student being suspended from all extra-curricular activities for a period of (3) weeks. Students not participating in extra-curricular activities will not be allowed to attend activities as spectators. Parents will be notified

by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving a 7th detention in the school year will result in the student being suspended from all extra-curricular activities for a period of (4) weeks. Students not participating in extra-curricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving an 8th detention in the school year will result in the student being suspended from all extra-curricular activities for a period of (5) weeks. Students not participating in extracurricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving a 9th detention in the school year will result in the student being suspended from all extra-curricular activities for a period of (6) weeks. Students not participating in extra-curricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students receiving 10 or more detentions in the school year will result in the student being suspended from all extra-curricular activities for (45) days for the 10th detention and each detention after that. Students not participating in extracurricular activities will not be allowed to attend activities as spectators. Parents will be notified by phone or mail of the suspension and the student will be allowed to participate in and attend all extra-curricular activities after the suspension is completed. Students will be expected to attend practice and participate during their suspension.

Students who receive multiple detentions in the school year may also face possible suspension or expulsion from school.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school,

which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal 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. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the conditions outlined by the principal at the time of the suspension.

Weapons and/or Firearms

~~Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.~~

Weapons. No student may possess, handle, or transmit any weapon while on school grounds, in a school vehicle, or at any school activity or event off school grounds except as permitted by this policy. **Definition of Weapon.** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term "firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms and Weapons. The only exceptions for a student to bring or

possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms and Weapons. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm or weapon possessed in violation of this policy. Any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm to school.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

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.

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. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

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, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

Alternative School or Pre-expulsion Procedures. The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Expulsion for Causing Personal Injury or for Possessing a Dangerous Weapon Other than a Firearm

If a student is expelled for the use of force, or causing or attempting to cause personal injury to another individual, or for knowingly and intentionally possessing or transmitting a dangerous weapon other than a firearm, the expulsion shall be for a period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the expulsion may remain in effect for the first semester of the following year.

Automatic Review of Expulsions Which Continue During the First Semester of the Following Year

Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review and shall be reviewed by the Hearing Examiner before the beginning of the school year. The review shall take place after the Hearing Examiner has given notice of the review to the student and the student's parent or guardian. The review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. If there is no such evidence, the Hearing Examiner need not provide a hearing in order to complete his or her review. The Hearing Examiner may make a recommendation that the student be readmitted for the upcoming school year. The student may be readmitted by action of the Superintendent unless the School Board took the final action to expel the student. Under such circumstances, the student may be readmitted only by action of the board.

Use of Force

In the event a student is expelled for the knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, or the knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm, the expulsion shall be for a period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the expulsion may remain in effect for the first semester of the following year. Such action may be modified or terminated by the school district at any time during the expulsion period.

Firearms

When a student is determined to have knowingly and intentionally possessed, used, or transmitted a firearm as defined by 18 U.S.C. 921, as that statute existed on January 1, 1995, to expel such student for a period of not less than one year if such conduct occurred on school grounds, in a school owned vehicle being used for school purpose, or at a school sponsored activity or athletic event. Nothing in this policy, however, shall prohibit the superintendent of schools or the board of education from modifying such required expulsion on an individual basis. This policy shall not apply to the issuance of firearms to, or possession of firearms by, members of the reserve officer training corp., or to firearms that may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment

The following conduct constitutes grounds for short-term suspension, long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity 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:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any 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;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is

ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);

6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes 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 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*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. 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, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing

tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;

- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography; including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deep fakes;
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or

posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- m. Using any object to simulate possession of a weapon; and
- n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirements to Law Enforcement

Violations of this section will result in a report to law enforcement if:

- 1. The violation includes possession of a firearm;
- 2. The violation results in child abuse;
- 3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
- 4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
- 5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-Term Suspension or Expulsion

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

- 1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
- 2. The Principal shall serve the student and the student's parents or guardian with a

written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

- a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. 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.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the

Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.

6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

SECTION FOUR

Title IX Policy

Nondiscrimination. The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator may be contacted at Title IX Coordinator, 601 W 8 th Street, PO Box 288, Superior, NE 68978, jfierstein@superiorwildcats.org, 402-879-3257. The school district's nondiscrimination policy and grievance procedures are included in this policy, or can be accessed at: <https://www.superiorwildcats.org/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

Publication Notice. The school district will include the following notice on its website and in each handbook, catalog, announcement, bulletin, application form, and other places as required by law:

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator.

The school district's Title IX policy, notice, and other information may be accessed at the following link: <https://www.superiorwildcats.org/>

Retaliation Prohibited. Retaliation, including peer retaliation, is prohibited in the school district's education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

Definitions. As used in this policy, the following terms are defined as follows:

Complainant means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district's education program or activity.

Complaint means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged sex discrimination under Title IX.

Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other

circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

Respondent means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

Sex-based harassment prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

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

Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

- **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

Dating violence meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Responses to Sex-based Harassment.

All Employees. All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

Title IX Coordinator. The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;
- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.
- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

Supportive Measures. The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them.

Requests to Modify Supportive Measures. A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

Students with Disabilities. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

Emergency Removal. The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave. The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

Informal Resolution. The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decision maker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if required to implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

Grievance Procedures to Resolve Complaints of Sex Discrimination. Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decision maker may be the same person as the Title IX Coordinator or investigator.

Complaint. Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

Complaint by Coordinator. In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

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

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

If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Consolidation of Complaints. The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

Basic Procedures. This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that does not restrict the parties from obtaining and presenting evidence, speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;
- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

Major Stage	Target Duration

	(calendar days)
Completion of the school district's decision whether to dismiss or investigate a complain of sex discrimination	1-15
Investigation	1-30
Determinations	1-30
Appeal	1-20

Notice of Allegations. Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

Complaint Investigation. The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility, but credibility will not be based upon any individual's status as a complainant, respondent, or witness; and
- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Relevant and Permissible Evidence. The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Determining Whether Sex Discrimination Occurred. The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;
- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX

Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;

- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

Dismissal of a Complaint. A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

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

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;

- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

Appeal. The school district will provide the parties the opportunity to appeal the decision maker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

Notice of Appeal Filed By Party. The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

Appeals of Dismissals. If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

Appeal Decision. The decision maker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decision maker will notify the parties of the result of the appeal and the rationale for the result.

Disciplinary Sanctions and Remedies. If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of

students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

Superintendent Authorized to Contract. The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

Recordkeeping. The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

~~It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.~~

~~4. Title IX Coordinator~~

~~4.1. Designation. The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).~~

2. Definitions. As used in this policy, the following terms are defined as follows:

2.1 Actual knowledge means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2 Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3 Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district’s education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4 Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5 Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6 Sexual harassment means conduct on the basis of sex that satisfies one or more

of the following:

~~2.6.1—An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~

~~2.6.2—Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;~~

~~2.6.3—**Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:~~

~~2.6.3.1—**Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.~~

~~2.6.3.1.1—**Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~

~~2.6.3.1.2—**Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.3—**Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.4—**Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.2—**Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.~~

~~2.6.3.2.1 **Incest**—Non-Forcible sexual intercourse between persons—
who are related to each other within the degrees wherein—
marriage is prohibited by law~~

~~2.6.3.2.2 **Statutory Rape**—Non-Forcible sexual intercourse by a person—
at least nineteen years of age with a person who is under—
sixteen years of age~~

~~2.6.4 **Dating violence**, as defined in 34 U.S.C. § 12291(a) (10), which means violence committed by a person—~~

~~2.6.4.1 who is or has been in a social relationship of a romantic or intimate
nature with the victim; and~~

~~2.6.4.2 where the existence of such a relationship shall be determined based
on a consideration of the following factors:~~

~~2.6.4.2.1 The length of the relationship.~~

~~2.6.4.2.2 The type of relationship.~~

~~2.6.4.2.3 The frequency of interaction between the persons involved in
the relationship.~~

~~2.6.5 **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.~~

~~2.6.6 **Stalking**, as defined in 34 U.S.C. § 12291(a) (30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—~~

~~2.6.6.1 fear for his or her safety or the safety of others; or~~

~~2.6.6.2 suffer substantial emotional distress.~~

~~2.7 **Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably~~

~~burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.~~

3. Discrimination Not Involving Sexual Harassment:

~~3.1 — **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 406, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.~~

~~3.2 — **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 406, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:~~

~~3.2.1 — Treat one person differently from another in determining whether —
— such person satisfies any requirement or condition for the —
— provision of such aid, benefit, or service;~~

~~3.2.2 — Provide different aid, benefits, or services or provide aid, benefits,
— or services in a different manner;~~

~~3.2.3 — Deny any person any such aid, benefit, or service;~~

~~3.2.4 — Subject any person to separate or different rules of behavior, —
— sanctions, or other treatment;~~

~~3.2.5 — Apply any rule concerning the domicile or residence of a student —
— or applicant;~~

~~3.2.6 — Aid or perpetuate discrimination against any person by providing —
— significant assistance to any agency, organization, or person —~~

~~_____ which discriminates on the basis of sex in providing any aid, _____
_____ benefit or service to students or employees;~~

~~3.2.7 _____ Otherwise limit any person in the enjoyment of any right, privilege,
_____ advantage, or opportunity.~~

~~3.3 _____ **Complaint Procedure.** All complaints regarding any alleged discrimination on
the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106,
Title IX, Title VII, or other state or federal law when the alleged discrimination does
not arise from or relate to an allegation of sexual harassment as defined in subsection
2.6 above shall be addressed pursuant to the district's general complaint procedure.~~

4. Response to Sexual Harassment

~~4.1 _____ **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful
sexual harassment is encouraged to report it to the District's Title IX Coordinator. No
person will be retaliated against based on any report of suspected sexual harassment or
retaliation. Any District employee who receives a report of sexual harassment or has
actual knowledge of sexual harassment must convey that information to the Title IX
Coordinator as soon as reasonably practicable, but in no case later than the end of the
following school day.~~

~~4.2 _____ **General Response to Sexual Harassment.** When the district has actual
knowledge of sexual harassment in its education program or activity against a person in
the United States, the district will respond promptly in a manner that is not deliberately
indifferent. The district will be deemed to be deliberately indifferent only if its response to
sexual harassment is clearly unreasonable in light of the known circumstances. For the
purposes of this policy "education program or activity" includes locations, events, or
circumstances over which the district exercised substantial control over both the
respondent and the context in which the sexual harassment occurs. The district's
response will treat complainants and respondents equitably by offering supportive
measures as defined in subsection 2.7 above to a complainant, and by following the
grievance process described in section 5 below before the imposition of any disciplinary
sanctions or other actions that are not supportive measures, against a respondent. The
Title IX Coordinator will promptly contact the complainant to discuss the availability of
supportive measures, consider the complainant's wishes with respect to supportive
measures, inform the complainant of the availability of supportive measures with or
without the filing of a formal complaint, and explain to the complainant the process for
filing a formal complaint.~~

~~4.3—**Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.~~

~~4.4—**Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.~~

~~4.5—**General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.~~

5. General Requirements

5.1—General Requirements

~~5.1.1—**Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district’s education program or activity. Remedies may include the same individualized services described in subsection 2.7 as “supportive measures”; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.~~

~~5.1.2—**Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and~~

~~exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.~~

~~5.1.3 **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.~~

~~5.1.4 **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.~~

~~5.1.4.1 **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.~~

~~5.1.4.2 **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:~~

~~5.1.4.2.1 The definition of sexual harassment in subsection 2.6;~~

~~5.1.4.2.2 The scope of the district's education program or activity;~~

~~5.1.4.2.3 How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and~~

~~5.1.4.2.4 How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.~~

~~5.1.4.3 **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.~~

~~5.1.4.4 **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.~~

~~5.1.5 **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~

~~5.1.6 **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.~~

~~5.1.7 **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.~~

~~5.1.8 **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.~~

~~5.1.9 **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~5.2 **Notice of Allegations**~~

~~5.2.1 **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:~~

~~5.2.1.1 A copy of this policy.~~

~~5.2.1.2 Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6; including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.~~

~~5.2.2 **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.~~

~~5.3 **Dismissal of Formal Complaint.**~~

~~5.3.1 The district will investigate the allegations in a formal complaint.~~

~~5.3.2 **Mandatory Dismissals.** The district must dismiss a formal complaint if the conduct alleged in the formal complaint:~~

~~5.3.2.1 Would not constitute sexual harassment as defined in subsection 2.6 Even if proved;~~

~~5.3.2.2 Did not occur in the district's education program or activity; or~~

~~5.3.2.3 Did not occur against a person in the United States.~~

~~5.3.3 **Discretionary Dismissals.** The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:~~

~~5.3.3.1 The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;~~

~~5.3.3.2 The respondent is no longer enrolled in or employed by the district; or~~

~~5.3.3.3 Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

~~5.3.4 Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.~~

~~5.4 **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.~~

~~5.5—Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:~~

~~5.5.1—Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;~~

~~5.5.2—Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);~~

~~5.5.3—Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;~~

~~5.5.4—Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;~~

~~5.5.5—Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney; and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;~~

~~5.5.6—Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all~~

~~_____ hearings, investigative interviews, or other meetings, with sufficient
_____ time for the party to prepare to participate;~~

~~5.5.7 _____ Provide both parties an equal opportunity to inspect and review any
_____ evidence obtained as part of the investigation that is directly related
_____ to the allegations raised in a formal complaint, including the evidence
_____ upon which the district does not intend to rely in reaching a
_____ determination regarding responsibility and inculpatory or exculpatory
_____ evidence whether obtained from a party or other source, so that each
_____ party can meaningfully respond to the evidence prior to conclusion of
_____ the investigation. Prior to completion of the investigative report, the
_____ district will send to each party and the party's advisor, if any, the
_____ evidence subject to inspection and review in an electronic format or a
_____ hard copy, and the parties will have at least 10 calendar days to
_____ submit a written response, which the investigator will consider prior to
_____ completion of the investigative report; and~~

~~5.5.8 _____ Create an investigative report that fairly summarizes relevant
_____ evidence and, at least 10 calendar days prior to the time of
_____ determination regarding responsibility, send to each party and the
_____ party's advisor, if any, the investigative report in an electronic format
_____ or a hard copy, for their review and written response.~~

~~5.6 _____ **Exchange of Written Questions.** After the district has sent the investigative report
to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding
responsibility, the decision-maker(s) will afford each party the opportunity to submit
written, relevant questions that a party wants asked of any party or witness, provide each
party with the answers, and allow for additional, limited follow-up questions from each
party. Questions and evidence about the complainant's sexual predisposition or prior
sexual behavior are not relevant, unless such questions and evidence about the
complainant's prior sexual behavior are offered to prove that someone other than the
respondent committed the conduct alleged by the complainant, or if the questions and
evidence concern specific incidents of the complainant's prior sexual behavior with
respect to the respondent and are offered to prove consent. The decision-maker(s) will
explain to the party proposing the questions any decision to exclude a question as not
relevant.~~

~~5.7 _____ **Determination Regarding Responsibility**~~

~~5.7.1 **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).~~

~~5.7.2 **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:~~

~~5.7.2.1 Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;~~

~~5.7.2.2 A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~

~~5.7.2.3 Findings of fact supporting the determination;~~

~~5.7.2.4 Conclusions regarding the application of the district's code of conduct to the facts;~~

~~5.7.2.5 A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and~~

~~5.7.2.6 The district's procedures and permissible bases for the complainant and respondent to appeal.~~

~~5.7.3 The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.~~

~~5.7.4 The Title IX Coordinator is responsible for effective implementation of any remedies.~~

~~5.8 — **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below:~~

~~5.8.1 — **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within three calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.~~

~~5.8.2 — **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:~~

~~5.8.2.1 — Procedural irregularity that affected the outcome of the matter;~~

~~5.8.2.2 — New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~

~~5.8.2.3 — The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.~~

~~5.8.3 — As to all appeals, the district will:~~

~~5.8.3.1 — Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;~~

~~5.8.3.2 — Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the~~

~~_____determination regarding responsibility or dismissal, the
_____investigator(s), or the Title IX Coordinator;~~

~~5.8.3.3 Ensure that the decision-maker(s) for the appeal complies with
_____the standards set forth in subsections 5.1.3–5.1.4.~~

~~5.8.3.4 Give both parties a reasonable, equal opportunity to submit a
_____written statement in support of, or challenging, the outcome;~~

~~5.8.3.5 Issue a written decision describing the result of the appeal and
_____the rationale for the result; and~~

~~5.8.3.6 Provide the written decision simultaneously to both parties.~~

~~5.9 **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:~~

~~5.9.1 Provides to the parties a written notice disclosing:~~

~~5.9.1.1 The allegations;~~

~~5.9.1.2 The requirements of the informal resolution process including
_____the circumstances under which it precludes the parties from
_____resuming a formal complaint arising from the same
_____allegations;~~

~~5.9.1.3 That at any time prior to agreeing to a resolution, any party
_____has the right to withdraw from the informal resolution process
_____and resume the grievance process with respect to the formal
_____complaint; and~~

~~5.9.1.4 Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;~~

~~5.9.2 Obtains the parties' voluntary, written consent to the informal resolution process; and~~

~~5.9.3 Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

5.10 Recordkeeping:

~~5.10.1 The district will maintain for a period of seven years records of:~~

~~5.10.1.1 Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;~~

~~5.10.1.2 Any appeal and the result therefrom;~~

~~5.10.1.3 Any informal resolution and the result therefrom; and~~

~~5.10.1.4 All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.~~

~~5.10.2 For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a~~

~~complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.~~

~~**6. Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.~~

~~**7. Access to Classes and Schools.**~~

~~**7.1 General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.~~

~~**7.1.1 Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.~~

~~**7.1.2 Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.~~

~~**7.1.3 Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.~~

~~**7.1.4 Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.~~

~~7.2 **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.~~

~~8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.~~

~~8.1 **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.~~

~~8.2 **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.~~

~~9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.~~

~~10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).~~

~~10.1 Specific Circumstances:~~

~~10.1.1 The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.~~

~~10.1.2 Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.~~

~~**11. Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

~~**12. Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).~~

~~**13. Application Outside of the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.~~

~~**14. Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.~~

SECTION FIVE

School Wellness Policy

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The district will use evidence-based strategies to develop, structure, and support student wellness. *

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate by grade level and ability.
- d. The district encourages parents and guardians to support their children's healthy eating habits by being role models in their own eating habits.
- e. Water will be made available to students throughout the school day.
- f. The district will participate in state and federal child nutrition programs as appropriate.
- g. Students will be provided sufficient time in which to eat school-provided meals.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Staff will provide opportunities for students to engage in physical activities throughout the school day.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- d. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as

encourage students to use active transport (walking, biking, etc.)

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will provide professional development, support, and resources for staff about student wellness.
- b. The district's lunchrooms will be attractive and well-lighted.
- c. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day

Marketing and advertising are only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used,

and all existing contracts honored.

- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Pepsi logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

The district will collaborate with public and private entities to promote student wellness.

The district may partner with other individuals or entities in the community to support implementation of this policy.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers ~~or in Competition with the National School Lunch and Breakfast Programs~~)

- a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.
- b. **Applicability.** Except as otherwise allowed by the Nebraska Department of Education (NDE) **or applicable law**, all **competitive** foods ~~and beverages~~ sold during the school day ~~as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs~~ must meet the USDA Smart Snacks Standards and the nutrition standards found in 7 CFR § 210.11 ~~nutrition standards of those programs~~. The competitive food restrictions do not apply to food sold during non-school day hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)
- c. **Fundraiser Exemptions.** A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards as required in this section for the purpose of conducting an infrequent school-sponsored fundraiser. The specially exempted fundraisers must not take place more than the frequency specified by NDE during such periods that schools are in

session. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.

d. Other Exemptions. The only other nutrition exemptions from the competitive food requirements are those found in 7 CFR § 210.11.

e. Other Limitations. No competitive food can be sold to children anywhere on school premises beginning one half hour before breakfast and/or lunch service until one half hour after meal service unless all proceeds earned during these time periods go to the school nutrition program.

~~Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:~~

~~(1) It shall not be sold in competition with school meals in the food service area during the meal service.~~

~~(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.~~

~~(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements~~

~~(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during afterschool sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)~~

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Record Keeping

The District will retain records to document compliance with the requirements of the wellness policy at the superintendent's office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to reflect the USDA Final Rule) found at

https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc

SECTION SIX
Forms and Signature Pages

The section contains forms for students and parents to utilize during the school year. The colored pages are forms that must be completed and returned to the school by **September 5, 2024.**

Summary of the School Immunization Rules and Regulations 2024-2025

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

MEMBERS OF BOARD OF EDUCATION

Peggy Meyer, Pres	Superior	402-879-1304	Krista Tatro	Superior	402-879-5370
Luke Meyers, V.P.	Superior	402-879-5852	Matt Sullivan	Superior	402-879-1891
Brad Bilstoft, Sec.	Superior	402-879-5841	Matt Bargaen	Superior	402-879-5886

SCHOOL ADMINISTRATION

Superintendent of School	John Whetzal	601 W. 8th	402-879-3257 ext. 127
MS/HS Principal	John Whetzal	601 W. 8th	402-879-3257 ext. 127
MS/HS Assistant Principal	Audrey Parks	601 W. 8th	402-879-3257 ext. 137
Elementary Principal	Jodi Fierstein	601 W. 8th	402-879-3257 ext. 225
School Maintenance	Cody Fierstein	601 W. 8th	402-879-3257 ext. 166
Bus Supervisor	Sandee Heller	601 W. 8th	402-879-3257 ext. 204
Food Service Supervisor	Dusty Stevens	601 W. 8th	402-879-3257 ext. 191

MIDDLE SCHOOL / SECONDARY FACULTY

Corissa Arickx	Soc. Sci	Lisa Jameson	HS Science
Cannon Blauvelt	Weights/PE	Cindy Mellott	Resource
Kelsea Blevins	Spanish	Audrey Parks	Guidance
Kristene Boyles	Rise Room	Nelsen Petersen	Soc. Sci
Nathan Breland	Art	Ryan Renz	Math
Alison Brittenham	English	Melissa Schuster	Eng./S.S./Journalism
Cletus Corman	Business Education	Sydney Spiegel	MS/HS Science
Stephanie Corman	Activities Director	Brent Thomas	Ag. Education
Melinda Duncan	Culinary Skills	Cesar Torres	School Counselor
Christina Ehlers	Math	Lora Whetzal	English
Sara Fuller	Business Education	Allison White	Band / Choir
Kara Gilbert	MS/HS Science	Ashley Wulf	Resource
Seth Going	Ag. Education		

MIDDLE / SECONDARY SUPPORT STAFF

Business Manager	Kim Williams
Business Manager	Morgan Kroeger
Principal's Secretary	Stacey Shroyer
Administrative Assistant	Sharon Bilstoft
Resource Aide	Chrisin Ayers
Resource Aide	Bev Czirr
Resource Aide	Kohl Hiatt
Speech Language	Alexis Schneider
School Nurse	Megan McMeen
School Psychologist	Cesar Torres
Technology Director	Logan Christiancy

CLASS / ACTIVITY SPONSORS

SENIOR CLASS

Pres.....Rayne Biltoft
V. Pres.....Halle Bargaen
Secretary.....Mia Gardner
Treasurer.....Faith Butler
Sponsors.....Melissa Schuster
.....Ryan Renz

JUNIOR CLASS

Pres.....Kaitlyn Nielsen
V. Pres.....Declan Miller
Secretary.....Khloe Mundorf
Treasurer.....Jordan Duncan
Stuco Rep...Brooke Ekstein & Kash Wenske
Sponsors.....Kelsea Blevins
.....Alison Brittenham

SOPHOMORE CLASS

Pres.....Reagan Meyers
V. Pres.....Olivia Eitzmann
Secretary.....Lexi Primus
Treasurer.....Olivia Smullins
Stuco Rep.....Maddi Bargaen & Ben Kramp
Sponsors.....Cindy Melott
.....Brent Thomas

FRESHMAN CLASS

Pres.....Kaylin Fitzgerald
V. Pres.....Bryler Fullerton
Secretary.....Crysta Hersh
Treasurer.....Allyson Kramp
Stuco Rep.....Tenley Siebecker
.....& Karlissa Wenske
Sponsors.....Chrissy Ehlers
.....Nathan Breland

FFA

Pres.....
V. Pres.....
Secretary.....
Treasurer.....
Reporter.....
Sentinel.....
Parliamentarian.....
Stuco Rep.....
Sponsors.....Seth Going
.....Brent Thomas

FBLA

Co-Pres...
V. Pres.....
Secretary.....
Treasurer.....
Reporter.....
Sponsor.....Sara Fuller

STUDENT COUNCIL

Pres.....
V. Presidents.....
.....
Sponsors.....Melissa Schuster
.....Alison Brittenham

DRILL TEAM / YELL SQUAD

Nevaeh Wilhelms, Halle Bargaen, Faith Butler,
Cora Schnakenbert, Kaitlyn Nielsen, Thalia
Grijalva, Maddi Bargaen, Olivia Eitzmann, Olivia
Smullins

Sponsor.....Stephanie Corman

Superior Public Schools - 2024-2025 School Calendar

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

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

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

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

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

August

- 6 Back-to-School Bash
- 12 Fall Sport Practice Begins
Staff In-Service
- 13 Staff In-Service
- 14 Staff In-Service
- 15 First Day of School
- 30 No School - Teacher In-Service

September

- 2 No School - Labor Day

October

- 10 P-T Conferences
1:30-4:30/5:00-8:00 PM
- 11 No School - Comp Day
- 25 No School - Teacher In-Service

November

- 18 Winter Sports Practice Begins
- 11-27 Thanksgiving Vacation - No School

December

- 18-19 Semester Exams
- 20 Early Dismissal @ 1:15
End of 1st Semester (85 days)
- 22-26 NSAA Moratorium
- 23-31 No School - Winter Break

January

- 1-6 No School - Winter Break
- 3 & 6 Staff In-Service
- 7 School Resumes

February

March

- 3 Spring Sports Practice Begins
- 13 P-T Conferences
1:30-4:30/5:00-8:00 PM
- 14 No School- Comp Day
- 17-21 No School - Spring Break

April

- 18 No School - Teacher In-Service
- 21 No School - Easter Break

May

- 10 Graduation @ 2:00 PM
- 20-21 Semester Exams
- 22 Last Day of School
Early Dismissal @ 1:15 PM
End of 2nd Semester (90 Days)
- 23 Staff Workday

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

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

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

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

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



Bell Schedules



Monday - Thursday

1st Period: 8:05 - 8:51
PAWS: 8:54 - 9:24
2nd Period: 9:27 - 10:13
3rd Period: 10:16 - 11:02
4th Period: 11:05 - 11:51
HS 5th Period: 11:54 - 12:39
MS 5th Period: 12:27 - 1:12
6th Period: 1:15 - 2:01
7th Period: 2:04 - 2:49
8th Period: 2:52 - 3:38

1st Lunch: 10:50 - 11:30
(K-5th Grade)
2nd Lunch: 11:54 - 12:24
(6-8th Grade)
3rd Lunch: 12:42 - 1:12
(9-12th Grade)

Friday

1st Period: 8:05 - 8:48
2nd Period: 8:48 - 9:31
3rd Period: 9:31 - 10:14
4th Period: 10:14 - 10:57
6th Period: 10:57 - 11:40
HS 5th Period: 11:40 - 12:20
MS 5th Period: 12:13 - 12:53
7th Period: 12:53 - 1:36
8th Period: 1:36 - 2:19
PAWS: 2:19 - 2:38

1st Lunch: 10:50-11:30
(K-5th Grade)
2nd Lunch: 11:40 - 12:10
(6-8th Grade)
3rd Lunch: 12:23 - 12:53
(9-12th Grade)

Early Out

1st Period: 8:05 - 8:41
2nd Period: 8:41 - 9:17
3rd Period: 9:17 - 9:53
4th Period: 9:53 - 10:29
6th Period: 10:29 - 11:05
7th Period: 11:05 - 11:40
HS 5th Period: 11:40 - 12:12
MS 5th Period: 12:12 - 12:45
8th Period: 12:45 - 1:15

1st Lunch: 10:50-11:30
(K-5th Grade)
2nd Lunch: 11:40 - 12:10
(6-8th Grade)
3rd Lunch: 12:15 - 12:45
(9-12th Grade)

Late Start

1st Period: 10:00 - 10:36
2nd Period: 10:36 - 11:12
3rd Period: 11:12 - 11:48
HS 5th Period: 11:48 - 12:25
MS 5th Period: 12:21 - 12:58
4th Period: 12:58 - 1:38
6th Period: 1:38 - 2:18
7th Period: 2:18 - 2:58
8th Period: 2:58 - 3:38

1st Lunch: 10:50-11:30
(K-5th Grade)
2nd Lunch: 11:48 - 12:18
(6-8th Grade)
3rd Lunch: 12:28 - 12:58
(9-12th Grade)

****Please note that some class periods are not in numerical order during the Friday, early out, and late start schedules. This is to accommodate our lunch rotations. ****

**District and Personal Technology Usage Agreement
Superior Public Schools
2024-2025**

Privileges – The use of the Superior Public Schools computer network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Violations of the Technology Usage Agreement will result in consequences which could include loss of computer privileges, detention, in school and/or out of school suspension.

Students are expected to use technology devices and the Internet as an educational resource. The District hereby established the rules and regulations as outlined in the Computer Network use by Students section of the student handbook.

Account Information – Email is not guaranteed to be private. Network storage areas will be treated as school property and may be reviewed by District personnel. Students must notify Superior Public School of any changes in Internet account information.

Personal Electronic Device Policy

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 as outlined in the Cell Phone and Other Electronic Devices section of the student handbook.

Responsibility for Electronic Devices

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.

I have received and read the Superior Public Schools Technology Usage Agreement that describes Superior Public Schools internet/computer use policies, regulations, rules, and expectations to be followed by students enrolled in Superior Public Schools. My child and I have discussed and understand the content of these policies

I agree to abide by all rules and regulations of system usage and may be further added from time to time by the administrator of the Network/Internet System and the Superior Public Schools system.

Student's Signature

Date

As a parent/guardian, I understand I am responsible for the actions of my child.

Student's Signature

Date

Superior Middle/High School Activities Handbook



**Rules and Regulations
2024- 2025**

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PLEASE NOTE: MATERIALS THAT ARE UPDATES FOR THE CURRENT SCHOOL YEAR ARE HIGHLIGHTED IN YELLOW. IT WOULD BE BENEFICIAL TO MAKE SURE YOU ARE AWARE OF THESE UPDATES ALONG WITH THE REST OF THE HANDBOOK.

Introduction

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. Superior Public Schools provides students with the opportunity to participate in a comprehensive activities program which includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a “contract” with parents, students or staff. 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 is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises 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.

Please read this handbook carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

The provisions in this handbook are subject to change at the sole discretion of the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that it is up to date. If you have any questions regarding this handbook, please contact the Superintendent for assistance.

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: John Whetzal
Title: Superintendent
Address: Superior Public Schools District 65-0011
601 West 8th Street
Superior, NE 68978
Telephone: (402) 879-3257 ext. 127
E-mail: jwhetzal@superiorwildcats.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy 4001 – Nondiscrimination.

The Superior Public Schools District 65-0011 offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12: *Business Education, Agricultural Education and Industrial Arts*. Persons seeking further information concerning the career and technical education offerings and specific prerequisite criteria should contact.

John Whetzal, Superintendent
Superior Public Schools District 65-0011
601 West 8th Street
Superior, NE 68978
(402) 879-3257 ext. 127
jwhetzal@superiorwildcats.org

Aviso de no discriminación

El distrito escolar no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas y actividades, y brinda acceso equitativo a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar las consultas relacionadas con las políticas de no discriminación:

Nombre: John Whetzal
Título: Superintendente
Dirección: Escuelas Públicas Superiores Distrito 65-0011

601 West 8th Street
Superior, NE 68978
Teléfono: (402) 879-3257 ext. 127
Correo electrónico: jwhetzal@superiorwildcats.org

Para obtener más información sobre la notificación de no discriminación, visite <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> para obtener la dirección y el número de teléfono de la oficina que atiende en su área o llame al 1-800-421-3481.

Para más discriminación prohibida e información relacionada, revise la Política del distrito escolar 4001 - No discriminación.

El Distrito 65-0011 de las Escuelas Públicas Superiores ofrece los siguientes programas de educación técnica y profesional para todos los estudiantes, independientemente de su raza, color, origen nacional, incluidos aquellos con dominio limitado del inglés, sexo o discapacidad en los grados 9-12: Educación Empresarial, Educación Agrícola y Artes Industriales. Las personas que deseen obtener más información sobre las ofertas de educación profesional y técnica y los criterios específicos de requisitos previos deben ponerse en contacto.

John Whetzal, Superintendente
Distrito de Escuelas Públicas Superiores 65-0011
601 West 8th Street
Superior, NE 68978
(402) 879-3257 ext. 127
jwhetzal@superiorwildcats.org

SECTION ONE: GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

Academic Eligibility

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) and District requirements concerning scholastic eligibility, (2) be registered for 20 instructional credit hours from the enrolled homeschool program and a minimum of 20 credit hours must be from the member school the student represents in interscholastic competition per semester and be in regular attendance within the District, (3) received 20 credit hours in the immediate preceding semester, and (4) have not less than a 70 60% grade in ONE two or more classes two weeks in a row or TWO classes in one academic week to remain eligible to participate in any portion of the activities program. The period of ineligibility will be from Monday to Sunday of the school week when a student has attained ineligible status. Teachers will report grades to the guidance office on Friday Monday of the preceding current participating week by 1:00 pm. Participants must attend practices and participate in all conditioning during any period of ineligibility but students will be considered ineligible to attend any and all activities including but may not be limited to: school dances (Homecoming, Winter Formal, & Prom), athletic events, FFA, FBLA, Student Council, play productions or musicals, Quiz Bowl, Actions Day, and pep band. If early dismissal is required for an event The ineligible student is not allowed to travel with their team, this includes joining the team on the sidelines of the event or dressing in uniform for the event. Students participating in music classes will be expected to be present at concerts regardless of their eligibility status as this is a curricular activity and the student receives a grade for their performance. Eligibility will be cumulative in nature. Any ineligible student must report to the secondary after school program to complete all missing assignments prior to participating in practice. Student eligibility will begin in the 3rd week of the semester. Week 4 of the semester will be ALL students one and only waiver week. Waiver weeks are enforced per student not per class.

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance, or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Attendance at Practices and Contests

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance.

Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school for any part of the day will not be permitted to practice or participate in an athletic contest or activity performance unless the student has the building principal's prior permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

Students participating in an activity should contact their teachers for make-up work prior to leaving for the activity. All of the student's teachers will need to sign the student's sign out sheet, signifying that the student has completed the necessary homework. Homework that is due for the day of the absence will need to be completed before the student leaves for the activity. If the student is not signed out by the teacher, the student will not be allowed to attend the activity.

Closings

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be canceled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration, unless the administration determines that it is permissible for the activity to continue as scheduled.

Complaint Procedure

To reduce conflicts in the school's activities program, students and/or their parents should use the district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook and may be found on the district's web site: <https://www.superiorwildcats.org>.

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the "most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed."

The School District will:

- a. Require all coaches and trainers to complete one of the following on-line courses 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:
 - Heads UP Concussions in Youth Sports
 - Concussion in Sports—What You Need to Know
 - Sports Safety International
 - ConcussionWise

- ACTive™ Athletic Concussion Training for Coaches; and
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
- 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/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. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed healthcare professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional; and
- c. 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.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed healthcare professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Dances\Prom\Homecoming

School dances are part of the district's extracurricular activity program. Students who wish to participate in school dances must comply with the activity code. Students may be prohibited from participating in school dances as a consequence for violating school rules or these activity rules.

Middle School Dances

Middle school dances (6-8) are restricted to students currently enrolled in the Superior Middle school and will be sponsored by middle school teachers and parents. Any organization wishing to sponsor a middle school dance must obtain permission from the principal regarding date and times. **Each dance must be sponsored by at least two faculty members and one additional adult couple.** Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

High School Dances

All high school dances are restricted to Superior High School students and their guests. Any organization wishing to sponsor a dance must obtain permission from the principal regarding date and times. **Each dance must be sponsored by at least two faculty members and one additional adult couple.** Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

Junior/Senior Prom

Members of the Superior High School junior and senior classes may invite guests to the prom under the following rules:

1. All guests must be cleared through the principal's office. The name of the guest must be submitted to the principal ahead of time.
2. Guests are expected to follow all rules the students must follow. Each student is responsible for his/her guest's conduct.
3. Appropriate attire is expected. **No blue jeans, shorts, or t-shirts will be allowed at the banquet or dance for prom.** Black dress jeans will be acceptable.
4. **Students who are ineligible will not be allowed to attend prom.**

Homecoming

The selection of Homecoming Queen and Homecoming King candidates shall be made by the entire student body. The male and female students with the highest scores among the candidates will be the Homecoming Royalty Court. The male and female with the highest scores from this vote will be the Homecoming King and Queen.

On the ballot, students will vote on (1) male and (1) female from the senior class that have met the requirements to be on the ballot. The ballots will be based on the following standards:

Number of Students in Senior Class

Number of Candidates

45 or more	12 candidates
35-44	10 candidates
25-34	8 candidates
24 or less	6 candidates

Candidates must be a member of the current senior class and must have a minimum of an 80% grade point average upon completion of his/her junior year. Homecoming activities will be coordinated by the Student Council.

Electronic Communication

The school board supports the use of technology by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27"). Please see the Social Media Policy For School District Employees for further explanation.

Equipment

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

School-owned clothing or equipment that is checked out to individual students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for the intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Each participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been checked out to him/her and is lost or stolen.

Fundraising

All school-sponsored fundraising activities must be approved by a member of the school district administration. Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the superintendent or designated individual.

Individual Training Rules and Rules of Conduct

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by

this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Injuries

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant’s parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

If during an away activity, emergency services involving medical action and treatment are indicated and the parent/guardian cannot be reached, the parent/guardian hereby consents to the rendering of such emergency medical services for the above named student by the medical provider on duty at the nearest hospital.

Note: The release requirement will be satisfied if the initial doctor’s order specifies the duration of the student’s restriction from participation and/or competition. Also see Concussion Awareness above.

Insurance

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents’ responsibility to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about

policies which families may purchase will be available prior to each sports season and at fall registration.

Lettering Requirements

The following guidelines will be used in determining students' eligibility for lettering:

- Football:** The athlete must participate in twelve quarters of varsity play, complete the season, and/or have the recommendation of the head coach. It can also be up to the coaches according to the contribution of the athlete in meaningful varsity game time situations. Attendance and work ethic in summer weights will be taken into consideration by coaches for lettering purposes.
- Volleyball:** The athlete must participate in 16 total games, complete the season, and/or have the recommendation of the head coach.
- Basketball:** The athlete must participate in 16 quarters, complete the season, and/or have the recommendation of the head coach.
- Golf:** The athlete must participate in 50% of the varsity golf meets, complete the season, and/or have the recommendation of the head coach.
- Track:** The athlete must average 1.5 points per meet scheduled, participate in 50% of all the meets, or place in an individual event at the conference or district meets, or be a member of a relay team which places third or higher in the conference or district meets, or participate as a member of a relay team at the state meet, complete the season, and/or have the head coach's recommendation.
- Wrestling:** The athlete will earn a letter if they qualify for the state tournament, have a record over .500 and have medaled at over half of the individual meets, complete the season and/or have the recommendation of the head coach.
- Cross Country:** The athlete must compete in at least 70% of the varsity meets, complete the season in good standing, and/or have the recommendation of the head coach.
- Student Managers:** The student manager must complete the season and have the recommendation of the head coach of the sport involved.
- Instrumental and Vocal Music:** In order to letter in music, a student must acquire 50 points throughout the school year. Points are awarded for the following:
1. **Grades:** A = 15 points per semester, B = 10 points per semester, C-F = no points awarded
 2. **Extra Performances:** Not including school concerts or contest = 10 points

3. **Honor Bands:** Audition for an honor band but not selected = 10 points, audition for an honor band and are selected = 20 points.
4. **District Music Contest:** Perform a solo = 10 points, perform in a small group = 10 points.
5. **Help Superior Music Boosters:** Points will vary depending on participation.
6. **A student may also letter based on a recommendation from the instrumental or vocal music instructor.**

Speech\Drama: In order to letter in speech and/or drama participants will need to meet the following criteria:

1. In order to letter in Speech the participant must not have any unexcused absences, have competed in all meets (barring any unforeseen emergencies), and have placed in at least one varsity meet and/or have the recommendation of the head coach.
2. In order to letter in Drama the participant must not have any unexcused absences, have competed in all meets (barring any unforeseen emergencies), and have achieved distinction at any meet throughout the year and/or have the recommendation of the head coach.

Dance Team: The **dance** team member must meet the following requirements to letter:

1. Perform in 90% of performances. This includes pep rallies, parades, and any other "spirit activity".
2. Stay off the academic down list during the entire season.
3. Any suspension from any other requirements listed in the **dance** team constitution will result in the loss of the member's letter.

Management of Student Funds

All teachers are advised to read the policy concerning monies of organizations within the school. All clubs or school-connected organizations' finances are under the direct control of the sponsor after approval of the Athletic and Activities Director. Clubs or other organizations must make arrangements to see that all monies collected or raised through the sale of tickets, articles, or materials are deposited in the school activity account in the name of the organization. The School Board does not permit any organization to bank money in any other manner.

Mascot

The official emblem for boys' and girls' athletic teams is the Wildcat. The mascot cannot be used for non-school-sponsored purposes unless approved by the superintendent.

Meetings of Clubs/Societies/Organizations

Meetings will be scheduled during PAWS time whenever possible. Any meeting held after school hours must be approved by the principal and posted on the master calendar. All meetings must have a sponsor present.

Practices

The individual head coach or sponsor, in cooperation with the high school principal and or athletic director, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code which verifies that a physical examination has been completed and that the student and parent(s) understand the school's position regarding the use or possession of alcohol, tobacco, and other related drugs.
2. Furnish the high school principal with proof of insurance.

Regulations Governing Classes and Organizations

1. A student whose conduct was not satisfactory as determined by the administration or board, or who had a failing grade in any subject in the previous semester, shall not be elected to any office in any class or organization.
2. Any student elected to any office in any class or organization must maintain satisfactory conduct and passing grades. Any student whose conduct becomes unsatisfactory as determined by the administration or board, or who fails a subject, shall be removed from office. An election shall be called to fill the resulting vacancy.
3. No student shall be allowed to hold the same office for more than one year. The election of officers shall take place on a day determined by the principal of the high school and announced at least one day prior to the election. Eligibility lists will be posted at the time of calling the election.
4. Meetings of any class organization may be held with the consent of the sponsor who shall consult the principal before calling such meeting.
5. All class organization meetings will be governed by the rules of parliamentary procedure.
6. If class organizations foster antagonism or individual members of class organizations fail to render assistance in prohibiting inter-class controversies, all class organizations may be abolished.

Senior Class Activities

1. Announcements and Cards - Seniors may purchase class graduation announcements and name cards. Class colors will be selected from the color options presented by the announcement company. From a variety of announcements, all seniors select the one type they would like to have.
2. Baccalaureate and Commencement - The final step for seniors is Commencement. Seniors, in their caps and gowns, receive their diplomas at this ceremony. Cap and gown colors will be representative of the school colors red and white. Black or silver may be substituted for white since those colors are present in uniforms used by the school. Seniors will secure a graduation speaker by the end of February or may choose to have a Senior video. The Senior video will be 15 - 20 minutes in length. The administration will approve the speaker or video, and will have the final approval. The school district will recognize the outstanding academic achievement

of its graduating seniors in the following manner: 93-94% Cum Laude, 95-97% Magna Cum Laude, and 98-100% Summa Cum Laude. The percentages will be based on the students' cumulative grade point average. Any graduating senior with an ACT score of 30 or higher will have their name placed on a plaque. Students caught smoking/drinking/under the influence of drugs or with tobacco/alcohol/drugs in their possession during graduation practice or at the actual ceremony will not be allowed to participate in the formal ceremony, and will receive their diploma before the formal ceremony has taken place.

3. Awards Day - This event occurs during the final week of school. At this program students receive recognition through the presentation of various honors and awards.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

Student Manager, Helpers, or Activity Aids

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

Sunday and Wednesday Night Activities

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the activities director or building principal.

Transportation

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity. A participant may ride home with an adult if the participant's parent/guardian has personally contacted the principal prior to the activity and the adult personally contacts the sponsor at the activity prior to leaving with the student. If extenuating circumstances exist, a student may receive a waiver from the principal or superintendent. Parents are discouraged from requesting to take

their children home after an away contest or performance. Travel to and from an event provides time for the students to further develop a strong team concept.

Weight Room

The weight room has been developed to help each athlete, student, or adult in the community maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months.

The weight room is a high demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs
5. Adult education

Summertime participation as set and defined by the NSAA reads as follows:

- School-sponsored camps 10 days total
- 75-minutes conditioning sessions
- Open gyms/facilities coaching and sport specific times are allowed
- School facilities and school equipment may be used per school policy
- School-issued game uniforms may not be worn

Yearbook Photographs

Pictures used in the Yearbook are done by a professional photographer and cost the journalism department. Pictures in which students are making inappropriate gestures, wearing clothing which does not comply with the school's dress code, or which display any prop will not be published in the yearbook. If a photo has to be retaken because of a student or students' actions, those involved will pay for the cost of the retake.

SECTION TWO: AVAILABLE ACTIVITIES

Athletic Teams

Basketball (Boys and Girls), Bowling (Co-ed), Cross Country (Boys and Girls), Football, Golf (Boys and Girls), Track (Boys and Girls), Volleyball, Wrestling (Boys and Girls)

Art Club

The Superior High School's Art Club provides members with leadership opportunities, enrichment in the visual arts, and community service.

Band

Superior has a middle school/senior high band. This organization is called on many times during the school year to perform in Superior and at out of town events. Half-time performances at football games and various home activities demonstrate the hard work and time put forth by the participants.

Dance Team

Participants are selected by the judges which are present during tryouts in the Spring. Members will attend all home and selected away athletic contests.

Community Service Club

The Community Service Club promotes clean speech, clean sports, scholarship, and community service. Membership is open to all students by application. The maximum of fifteen sophomores, fifteen juniors, fifteen seniors will be eligible to join. Students are invited to become members, according to the following criteria:

Preference #1. The student ranks academically among the top fifteen in his/her class.

Preference #2. The student has at least a 90% cumulative grade point average.

Students participate in community service projects throughout the school year.

Family, Career and Community Leaders of America (FCCLA)

FCCLA is an integral part of the family and consumer science department. Members should have taken or presently be taking a family and consumer sciences class.

Program emphasis for FCCLA is on leadership development, family cooperation and communication, community service and peer education.

Future Business Leaders of America (FBLA)

FBLA is an integral part of the vocational business department and membership is limited to those students with at least one semester of work in the business education field. One of the primary objectives of FBLA is developing leadership and responsibility.

Future Farmers of America (FFA)

FFA is an integral part of the agricultural education department and all students of that department are urged to belong. The activities include training in leadership, opportunities for travel and recreation, and safety and community service activities.

Students may participate in field trips, conventions, judging contests, and hands-on experience.

National Honor Society

The National Honor Society is a national organization that recognizes student character, scholarship, leadership, and service to the school.

Student members shall be selected from the junior and senior classes by the high school faculty and shall meet the following qualifications for membership:

- **Scholarship**

Per national guidelines, at a minimum, students must have a cumulative GPA of 85, B, 3.0 on a 4.0 scale, or equivalent standard of excellence.

- **Service**

This involves voluntary contributions made by a student to the school or community, done without compensation.

- **Leadership**

Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others.

- **Character**

The student of good character is cooperative, demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record.

Fifteen percent of the Junior and Senior classes will be selected each year. The results of the selection will be announced at an honors convocation.

Quill and Scroll

Junior and senior students who are members of the Flashlight and yearbook staff may belong to this international journalistic organization.

S Club

Any student who has lettered in any activity is eligible for membership. The purpose of the S Club is to stimulate and encourage sportsmanship and to assist in bringing about a closer bond between students in all activities.

Speech & One Act

Students compete at various competitions during their official season. Two of these competitions will include the Southern Nebraska Conference and also Districts.

Student Council

The purpose of this organization is to arouse the spirit of loyalty toward the school, to promote good citizenship, to sponsor school activities, to extend the spirit of good

fellowship throughout the student body, to foster a spirit of cooperation between the students and faculty, and to seek to develop a spirit of cooperation, good will, and better understanding with other schools. Each high school club, society, organization, and each class is entitled to be represented on the council.

Student Publications

The "Wildcat" annual is published by the Journalism class along with the help of its teacher. The annual is financed partially by funds raised from the sale of the books.

The school paper is "The Flashlight." This paper is published each three weeks by the journalism classes and their teacher. It is financed in part by advertising and subscription.

SECTION THREE: NEBRASKA STATE ACTIVITY ASSOCIATION RULES

Eligibility

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found online at <https://nsaahome.org/constitution-bylaws>. A summary of the major rules is given below. Contact the principal, activities director or the activity sponsor or coach for an explanation of the complete rule.

1. Students must be a *bona fide* student of their member school and have not graduated from any high school.
2. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.
3. Students are ineligible if nineteen years of age before August 1 of the current school year. (Students in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of the current school year.)
4. Students must be enrolled in some high school on or before the eleventh school day of the current semester.
5. Students must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.
6. Students must have been enrolled and received twenty hours of credit in school the immediate preceding semester.
7. **Guardianship does not fulfill the definition of a legal parent.** If a guardian has been appointed for a student, the student is eligible in the school district where his/her legal parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.
8. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools, any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.
9. **Student eligibility related to domicile can be attained in the following manners:**
 - a. If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high

- school located in the school district where the parents established their domicile and be eligible.
- b. If the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.
 - c. If a student elects to remain at the same high school initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible at a high school located within the school district in which the parents established their domicile.
 - d. **If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.**
10. Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall at the transfer high school. Those students whose name does not appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.
 11. Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2023-24 school year prior to May 1, 2023 for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2023. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students who did not have their enrollment forms signed, delivered, and accepted prior to May 1, 2023 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.
 12. Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules
 13. If a student is participating in one sport during a sports season and decides to quit that sport and participate in another sport during the same season, the student shall be required to sit-out from competition at all levels for seven days. During this seven day sit-out period, students are permitted to practice. No student who has practiced or competed in one sport will be allowed to switch to another sport if the district or state meet in the student's former sport is in progress or has been completed or a season has ended. 2. If a student participates in two sports simultaneously during a sports season, that student

- shall become ineligible to participate in the district and/or state contest during that sports season.
14. During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. (*Refer to NSAA Bylaw 3.5.1.1 for exceptions in Swimming and Diving.)
 15. A student shall not participate on an all-star team while a high school undergraduate.
 16. A student must maintain his/her amateur status.
 17. International Transfer Student. Any high school student who transfers to a member high school of the Nebraska School Activities Association from outside the United States is considered to be an International Transfer Student.(2.7.5.1) Schools with international transfer students who intend to participate and represent a member school in interscholastic competition must complete and submit the online NSAA International Transfer Student application prior to student participation at any level.
 18. International Transfer Eligibility. International transfer students who are participants of a CSIET-listed J-1 or F-1 non-immigrant visa program and are determined to be eligible under NSAA regulations shall be eligible immediately for varsity participation for a maximum period of 180 consecutive school days regardless of a subsequent change in visa, residency, or guardianship. The 180 consecutive school day period begins with enrollment in any NSAA high school. Regardless of grade placement, CSIET-listed J-1 or F-1 non-immigrant visa program participants are only eligible in the school district in which the student's host family lives.

NSAA Sportsmanship Rules

Students must abide by the Nebraska School Activities Association Sportsmanship Rules. A complete copy of these rules can be found at <http://www.nsaahome.org/nsaaforms/pdf/manualsp.pdf>. Unsportsmanlike conduct shall include physical or verbal assault upon any participant, game official, or spectator, or any acts which may endanger the personal safety of individuals involved, or acts which hinder the normal progress of a contest or lead to the restriction or discontinuance of a contest.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during competition the member school and/ or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

SECTION FOUR: CODE OF CONDUCT

All students associated with Superior Public Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnished the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct

Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules

Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct

Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes 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 on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).

6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent.
7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send emails to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.

9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.
12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited during the school year, regardless of whether it occurs on-campus or off-campus. School year means the period commencing on the first day of fall sports practice through the last day of spring sports practice, events, or attendance at school for a given school year.

Discipline

Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning if they are assigned an in-school suspension at the discretion of the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Additionally, students who are found to be in violation of paragraph 5 of this policy shall be subject to the following disciplinary action.

First Violation – Suspension from co-curricular program for designated activities for one (1) calendar year from date of finding or violation;

Or

Students and parents agree to participate in a school-approved program for chemical dependency. Said program must be administered by a certified alcohol and drug abuse professional and be approved by the school authorities. The student will need to successfully complete an approved chemical dependency program. Proof of successful completion of the program will be submitted in writing to the school's Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from co-curricular activities for one (1) calendar year from date of finding of violation. The student must also complete ten (10) hours of community service with approval from the Activities Director. The student must practice, but will not be allowed to compete, in the designated activities for two (2) calendar weeks. All costs associated with the program are to be borne by the student/parent or guardian.

Subsequent Violations – Upon finding of violation, the student will be suspended from all designated activities for one (1) calendar year from the date of identification of guilt.

A student who possesses, dispenses, delivers, or administers anabolic steroids shall be subject to the following sanctions:

First Offense: The student shall be prohibited from participating in any extracurricular activities for 30 consecutive days.

Second or Any Subsequent Offense: The student shall be prohibited from participating in any extracurricular activities from one (1) calendar year from date of finding of violation.

Evaluation, Counseling, and Treatment

Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the administration's/coach's/sponsor's discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident

Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after

the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures

Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this “Discipline Procedures” section, “Investigator” means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of “Investigator” as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.
2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator’s decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator’s Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Review of Coach’s Decision

A student or the student's parents may, within 5 school days of the notice of disciplinary action from the coach or activity sponsor, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a decision within 3 school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations

Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions

Any parent or student who has questions about board policy, this code, training rules or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance

Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

Student Record

Students entering grade 9 will enter with a clear record provided that any sources of ineligibility have been resolved.

SECTION: FIVE

A PARENT'S GUIDE TO CONCUSSIONS

WHAT IS A CONCUSSION?

A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms which interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms Reported by Athlete

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child’s physician, explain what has happened, and follow the physician’s instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent’s doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices**. The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a healthcare professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a stepwise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

- Step 1:* Light exercise, including walking or riding an exercise bike. No weight-lifting.
- Step 2:* Running in the gym or on the field. No helmet or other equipment.
- Step 3:* Non-contact training drills in full equipment. Weight training can begin.
- Step 4:* Full contact practice or training.
- Step 5:* Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a “CT scan” or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT (“CAT”) and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I've read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of "chronic encephalopathy" in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions which happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

SECTION SIX

Title IX

Nondiscrimination. The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator may be contacted at Title IX Coordinator, 601 W 8th Street, PO Box 288, Superior, NE 68978, jfierstein@superiorwildcats.org, 402-879-3257. The school district's nondiscrimination policy and grievance procedures are included this policy, or can be accessed at: <https://www.superiorwildcats.org/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

Publication Notice. The school district will include the following notice on its website and in each handbook, catalog, announcement, bulletin, application form, and other places as required by law:

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district's Title IX policy, notice, and other information may be accessed at the following link:

<https://www.superiorwildcats.org/>

Retaliation Prohibited. Retaliation, including peer retaliation, is prohibited in the school district's education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

Definitions. As used in this policy, the following terms are defined as follows:

Complainant means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district's education program or activity.

Complaint means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged sex discrimination under Title IX.

Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal

nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

Respondent means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

Sex-based harassment prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment).

Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

- The location of the conduct and the context in which the conduct occurred; and

- Other sex-based harassment in the school district's education program or activity.

Sexual assault meaning an offense classified as a forcible or non forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
- Incest—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - Statutory Rape—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

Dating violence meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Response to Sex-based Harassment.

All Employees. All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

Title IX Coordinator. The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;

- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.

- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

Supportive Measures. The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them.

Requests to Modify Supportive Measures. A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

Students with Disabilities. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

Emergency Removal. The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons

arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Administrative Leave. The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

Informal Resolution. The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if required to implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

Grievance Procedures to Resolve Complaints of Sex Discrimination.

Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decision maker may be the same person as the Title IX Coordinator or investigator.

Complaint. Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

Complaint by Coordinator. In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with the initiation of a complaint;
 - The complainant's reasonable safety concerns regarding the initiation of a complaint;
 - The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
 - The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
 - The age and relationship of the parties, including whether the respondent is an employee of the school district;
 - The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
 - The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
 - Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.
- If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Consolidation of Complaints. The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

Basic Procedures. This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that

does not restrict the parties from obtaining and presenting evidence, speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;

- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

Major Stage Target
Duration
(calendar days)

Completion of the school district's decision whether
to dismiss or investigate a complaint of sex
discrimination

1-15

Investigation 1-30
Determination 1-30
Appeal 1-20

Notice of Allegations. Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

Complaint Investigation. The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decision maker to question parties and witnesses to adequately assess a party's or witness's credibility, but credibility will not be based upon any individual's status as a complainant, respondent, or witness; and

- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Relevant and Permissible Evidence. The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Determining Whether Sex Discrimination Occurred. The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;
- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;

- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

Dismissal of a Complaint. A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

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

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the

dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;
- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

Appeal. The school district will provide the parties the opportunity to appeal the decision maker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will

implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

Notice of Appeal Filed By Party. The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based on. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

Appeals of Dismissals. If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

Appeal Decision. The decision maker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decision maker will

notify the parties of the result of the appeal and the rationale for the result.

Disciplinary Sanctions and Remedies. If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

Superintendent Authorized to Contract. The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

Recordkeeping. The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

TITLE IX POLICY

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the **"Title IX Coordinator."** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

~~2.2.— **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.~~

~~2.3.— **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).~~

~~2.4.— **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.~~

~~2.5.— **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.~~

~~2.6.— **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:~~

~~2.6.1.— An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~

~~2.6.2.— Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;~~

~~2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:~~

~~2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.~~

~~2.6.3.1.1. **Rape** (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~

~~2.6.3.1.2. **Sodomy** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.4. **Fondling** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.~~

~~2.6.3.2.1. **Incest** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law~~

~~2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse by a person at least nineteen years of age with a person who is under sixteen years of age~~

~~2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—~~

~~2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and~~

~~2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:~~

~~2.6.4.2.1. The length of the relationship.~~

~~2.6.4.2.2. The type of relationship.~~

~~2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.~~

~~2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.~~

~~2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—~~

~~2.6.6.1. fear for his or her safety or the safety of others; or~~

~~2.6.6.2. suffer substantial emotional distress.~~

~~2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include~~

~~counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.~~

~~3. Discrimination Not Involving Sexual Harassment.~~

~~3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.~~

~~3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:~~

- ~~3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;~~
- ~~3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;~~
- ~~3.2.3. Deny any person any such aid, benefit, or service;~~
- ~~3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;~~
- ~~3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;~~
- ~~3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;~~
- ~~3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.~~

~~3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above shall be addressed pursuant to the district's general complaint procedure.~~

~~4. **Response to Sexual Harassment**~~

~~4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.~~

~~4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.~~

~~4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the~~

~~Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.~~

~~4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.~~

~~4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.~~

~~5. **Grievance Process for Formal Complaints of Sexual Harassment.**~~

~~5.1. **General Requirements.**~~

~~5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.~~

~~5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.~~

~~5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.~~

~~5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.~~

- ~~5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.~~
- ~~5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:~~
- ~~5.1.4.2.1. The definition of sexual harassment in subsection 2.6;~~
 - ~~5.1.4.2.2. The scope of the district's education program or activity;~~
 - ~~5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and~~
 - ~~5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.~~
- ~~5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.~~
- ~~5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.~~
- ~~5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~
- ~~5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause~~

~~with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.~~

~~5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.~~

~~5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.~~

~~5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~5.2. **Notice of Allegations:**~~

~~5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:~~

~~5.2.1.1. A copy of this policy.~~

~~5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits~~

~~knowingly making false statements or knowingly submitting false information during the grievance process.~~

~~5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.~~

~~5.3. **Dismissal of Formal Complaint.**~~

~~5.3.1. The district will investigate the allegations in a formal complaint.~~

~~5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:~~

~~5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;~~

~~5.3.2.2. Did not occur in the district's education program or activity;
or~~

~~5.3.2.3. Did not occur against a person in the United States.~~

~~5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:~~

~~5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;~~

~~5.3.3.2. The respondent is no longer enrolled in or employed by the district; or~~

~~5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

~~5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.~~

~~5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.~~

~~5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.~~

~~5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:~~

- ~~5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district’s investigation of a formal complaint;~~
- ~~5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party’s voluntary, written consent to do so for a grievance process under this section (if a party is not an “eligible student,” as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a “parent,” as defined in 34 CFR 99.3);~~
- ~~5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;~~
- ~~5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;~~
- ~~5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;~~
- ~~5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings;~~

~~investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;~~

~~5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and~~

~~5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.~~

~~5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.~~

~~5.7. **Determination Regarding Responsibility**~~

~~5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).~~

~~5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:~~

- ~~5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;~~
- ~~5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~
- ~~5.7.2.3. Findings of fact supporting the determination;~~
- ~~5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;~~
- ~~5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and~~
- ~~5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.~~
- ~~5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.~~
- ~~5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.~~
- ~~5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.~~
- ~~5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within three calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a~~

~~concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.~~

~~5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:~~

~~5.8.2.1. Procedural irregularity that affected the outcome of the matter;~~

~~5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~

~~5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.~~

~~5.8.3. As to all appeals, the district will:~~

~~5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;~~

~~5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;~~

~~5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.~~

~~5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;~~

~~5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and~~

~~5.8.3.6. Provide the written decision simultaneously to both parties.~~

~~5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or~~

~~enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:~~

~~5.9.1. Provides to the parties a written notice disclosing:~~

~~5.9.1.1. The allegations;~~

~~5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;~~

~~5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and~~

~~5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;~~

~~5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and~~

~~5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

~~5.10. Recordkeeping.~~

~~5.10.1. The district will maintain for a period of seven years records of:~~

~~5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;~~

~~5.10.1.2. Any appeal and the result therefrom;~~

~~5.10.1.3. Any informal resolution and the result therefrom; and~~

~~5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.~~

~~5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.~~

~~6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.~~

~~7. **Access to Classes and Schools.**~~

~~7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.~~

~~7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.~~

~~7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.~~

~~7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.~~

~~7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.~~

~~7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.~~

~~8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.~~

~~8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.~~

~~8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.~~

~~9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.~~

~~10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to~~

~~carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).~~

~~10.1. **Specific Circumstances.**~~

~~10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.~~

~~10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.~~

~~11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. Part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

~~12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).~~

~~13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.~~

~~14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.~~

AUTHORIZATION AND ACKNOWLEDGEMENT

WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

Many forms of athletic competition result in violent physical contact among players, the use of equipment which may result in accidents, strenuous physical exertion and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

Signature of Parent

Signature of Student

Printed Name of Parent

Date

ACKNOWLEDGEMENT OF CONDUCT CODE

I understand that as a student representing the school district in activities, I am obligated to comply with the athletic handbook, including the code of conduct. **This means that I may not possess, use or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the school term unless I am accompanied by a parent.** I understand that if I violate the code of conduct or other rules in this handbook, I may be suspended from participation in all co-curricular activities and/or school sponsored activities or events.

Signature of Student

Printed Name of Student

Date

I understand that my student is obligated by this handbook, including the statements above.

Signature of Parent

Printed Name of Parent

Date

SUPERIOR PUBLIC SCHOOLS CONSENT FOR MEDICAL TREATMENT

(We) (I), the parent(s) and legal guardian(s) of the above named student consent to and authorize, for the 2023-2024 school year, any representative of the district to determine need for medical treatment by any physician or dentist licensed. We also give permission for him/her to be treated with basic first-aid including over-the-counter medications, while excluding all prescription medications. Please list students and any known allergies below.

If no allergies, please put N/A

Name _____ Allergy _____

Name _____ Allergy _____

Name _____ Allergy _____

(We) (I) agree to pay and assume all responsibility for all medical hospital expenses and any services of an emergency nature, and charges for (my) (our) dependent(s), and that the school is not responsible for any medical hospital expenses and charges that are incurred in the medical treatment or hospitalization of (my) (our) dependent(s). A photocopy of this document shall have the same force and effect as the original.

To enable Superior Public Schools to give better service in case of an injury, we would appreciate your cooperation in providing us with the following information:

Family Physician _____ Hospital of Choice _____

Medical Insurance Co. _____ Policy # _____

(Do you have a medical card? (i.e. KanCare) YES _____ NO _____

Emergency Contact:

Name _____ Relationship to Student _____

Address _____

Home # _____ **Work #** _____ **Cell#** _____

During the school year you may be contacted by the school nurse to discuss your child's health or health plan needs. By signing below, I affirm that the information given on this registration form is correct to the best of my knowledge and that the school will be notified of any new or changes in your child's health conditions or medications.

Permission is hereby given for any emergency treatment, deemed necessary by medical professionals, in case of accident or illness, and the absence of parent(s) or legal guardian(s), in activities participated in by Superior Public Schools.

Parent/Guardian Signature

Date

Superior Public Schools

Bridge School



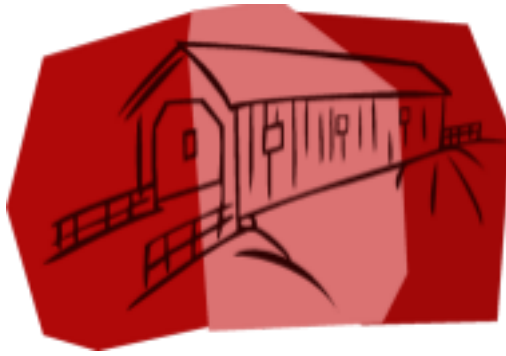
Alternatives for Secondary Students

PARENT/STUDENT HANDBOOK

"The future walks through the doors of our schools each and every day"

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NOTICE OF NONDISCRIMINATION

Superior Public Schools does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to the Superior Public Schools Title IX Coordinator (Telephone 402-879-9958) or to the Office of Civil Rights, United States Department of Education, 1961 Stout Street, Denver, Colorado, 80294

Superior Bridge School.

A school within a school.

KEY FEATURES OF THE SCHOOL

The Bridge School is a school created to respond to the individual needs of students by providing academic and emotional intervention to adolescents through long-term, sustained support. The school is about building relationships with students, monitoring student progress, offering academic support and facilitating collaboration between the student, the school, the home, and the community.

Preventive: Focuses on risk factors that can be altered through intervention

Capacity Building: Promotes the acquisition of skills and successful school habits **Efficient:** Builds upon existing resources and networks within systems of home, school and community

Outreach: Structured to create long-term, trusting relationships between school, youth, families and community

Individualized: Systematically focuses on the individual needs of students

Adaptable: Uniquely designed to incorporate the goals and strengths of the local school, the home, and the community as a whole

ENROLLMENT CRITERIA

Superior Bridge School is designed to address the needs of middle and high school students who seek or need an alternative from a traditional high school setting in order to achieve success. The following criteria apply to all students interested or required in enrolling:

- All secondary students (Grades 6-12) are eligible for the program.
- A student must be willing to discuss and work on altering any behaviors or stumbling blocks that may have contributed to a lack of success in the past.
- A student must meet attendance expectations and follow all rules and regulations listed in the student handbook.
- Customized intervention programs with support services to meet the individual, unique needs of students who may benefit from an alternative placement will be determined through the building SAT process. Once a placement is determined at the Bridge School, a comprehensive transition plan will be developed to either 1) provide support for graduation, or 2) provide for the return of the student to the traditional school setting.
- An Individualized Learning Plan or Individualized Education Plan will be developed for each student by building staff in consultation with parents. The ILP/IEP must address the presenting academic and or behavior problems including:
 - Academic and or/behavioral goals to be met in the ILP/IEP
 - Projected time-lines for meeting the goals
 - Criteria that will be used in evaluating student progress
 - Signatures of the student and parents showing that they accept placement in the Bridge School and that they will abide by the academic, behavioral and social expectations established in the ILP/IEP

- Students may be referred for the following reasons (this list is not all-inclusive):
 - The student is suspended for up to ten days or expelled
 - The nature and seriousness of a school policy violation
 - The degree of danger to the school community
 - The student's disciplinary history, including the seriousness and number of previous infractions
 - The appropriateness of an alternative education placement or program
 - The results of any mental health, substance abuse, or medical assessments (including pregnancy)
 - 504 plan which calls for an alternative temporary placement
 - Student attendance/academic records
 - Student/parents self-select to attend alternative placement

STUDENT REFERRAL TO THE BRIDGE SCHOOL

- At-Risk Students may be referred to the principal by school personnel, parent, and community agency or as a result of court proceedings. Any referral will be part of the established building SAT process. The SAT, in addition to the student and parents will:
 - Receive and review the referral
 - Schedule a placement meeting
 - Provide written notification to the parents as to time/date/ and place of the meeting
 - Provide documentation of the extent and effectiveness of current interventions (From previous SAT Documentation)
 - Provide evidence to support a possible placement in the alternative school setting
 - Document the individuals involved in the decision
 - If placed in the alternative school setting, provide written notification to parent/guardian
 - Evaluate all available data
 - Discipline/attendance records
 - Demographic data
 - Number of years student in grade placement or credit completion for his/her age
 - Cumulative record
 - State and district assessment results
 - Interviews with student and parents
 - A representative sample of current student work in the regular classroom
 - Medical records, if needed
 - Court records, if needed
 - Academic and behavioral screening information, if available
 - Make a decision about additional information needed
 - Make recommendations for other interventions that may be implemented in the regular classroom, or make a referral to another program of service (example: remedial reading/math) in the school's continuum of services for at-risk students.

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- Provide all possible support, and if the SAT determines that the school cannot provide any further meaningful or effective assistance, or if the circumstances surrounding the student call

support outside of the traditional school day, a referral to the Bridge School will be made.

- The SAT team reviews data to: A) try another intervention, B) remain in regular school setting, C) refer to Bridge School.
- If the SAT committee, along with the parent, decides that the Bridge School is an appropriate placement for the student, the team creates an academic/service work/career exploration/work experience schedule for the student.
- Students receiving special education services will be placed at the Bridge School with an appropriate IEP written to reflect the Bridge School Placement. All federal and state special education criteria will be met through the IEP.

PARENT INVOLVEMENT

If placed in the alternative school, parents will be asked to be engaged in the learning process in the following ways:

- Parents must be informed of their child's progress
 - Parents must be invited and participate in decisions that affect the placement of their child
 - Parents are to be invited and participate in decisions that pursue to seek to enlist their child in additional services related to service learning, career exploration, or career experience
 - Parents are to be informed in writing of the placement of their child in an alternative placement

INSTRUCTION AND LEARNING EMPHASIS

- Curriculum and instructional practices shall reflect high expectations for students
- Instruction shall address cultural and learning style differences
- Instructional activities shall be consistent with the written curriculum and age/grade level appropriate
- Instructional materials will be age/grade level appropriate
- Sufficient instructional materials, supplies and equipment shall be available to deliver the instructional program
- The instructional program will be delivered in a climate conducive to learning
- The instructional program shall include educational and workforce development opportunities

SERVICE LEARNING\COMMUNITY SERVICE EMPHASIS

All students are encouraged to take elective Service Learning\Community Service experiences where they will have the opportunity to take on school and community projects. The core concept combines service objectives and learning objectives to encourage beneficial change in the student while providing measurable contributions to the community. In addition, students are eligible to earn Service Learning\Community Service Experience credit.

- Students are eligible to receive two (2) elective credits per year for community service. To

receive this credit, students must complete ninety (90) hours of approved community service and submit agreed-upon documentation to the Bridge School teacher for verification of the community service.

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CAREER PLANNING\WORK EXPERIENCE EMPHASIS

Students are encouraged to participate in the elective Career Planning\Work experience where they will have the opportunity to develop short-term and long-term goals toward post-secondary pursuits and professional work opportunities. This can be earned in the following way: ● Students are eligible to receive three (3) elective credits per year for hours worked at a place of employment outside of school hours. To receive this credit, students must work 180 hours per semester and submit, to the Bridge School teacher, pay stubs to verify hours worked.

ON-LINE VIRTUAL LEARNING EMPHASIS

- Students showing need may earn credits through, Acellus, a comprehensive online curriculum.
- The on-line curriculum requires a higher level of student self-motivation than traditional teacher-led courses. Students will take the course in the Bridge Classroom with a teacher/facilitator present.
- These classes may be also available after school hours for core credit recovery or for new elective credit. A student may be eligible to take classes in the after school program during the regular academic year dependent on available staff.

STUDENT RESPONSIBILITIES

- Attend school regularly, be on time, be courteous, and be prepared to learn.
- Respect the rights, feelings and values of others.
- Respect the property of others including the physical property of The Bridge Alternative High School.
- Contribute to our school by following its policies, and follow the requests and instructions of teachers and staff.
- Embrace and commit to all district policy for violence, threats, drugs, weapons, and alcohol at any and all school sponsored events and activities.
- Refrain from using profanity and negative commentary.

PARENT/GUARDIAN RESPONSIBILITIES

- Assist their children in attending school regularly and on time.
- Provide for their children's health and general well-being.
- Attend and participate in school functions.
- Assist staff and teachers in informing and enforcing school policies and procedures. ● Attend parent/teacher conferences and/or solicit contact with teachers for academic updates whenever possible.

TEACHER RESPONSIBILITIES

- Assist students in reaching their academic potential by being prepared, accessible, dependable

and professional.

- Provide a safe, interesting learning environment that integrates differentiated instruction and leveled learning opportunities in the context of real world experiences.

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- Conduct oneself with professionalism in dress, attitude and interaction with colleagues and community members.
- Treat students and parents with respect and dignity while embracing their individuality and uniqueness.
- Assist students to become self-reliant and independent.
- Notify parents/guardians when a minor student may be failing a course, demonstrating poor attendance, or displaying other self-defeating behavior.
- Keep accurate and current student records as official records of student attendance progress, and grades.
- Provide updates regarding progress upon student or parent request.
- Inform appropriate personnel of student academic and social concerns, and assist with appropriate intervention.
- Know and enforce the policies, procedures, rules, and regulations of Superior Public Schools

STUDENTS 18 YEARS AND OLDER – RIGHTS AND RESPONSIBILITIES The school will consider the parent of a student who is 18 years or older as the recipient of all records and reports unless the school has on file a statement completed by the student indicating that the student has total responsibility for himself/herself. This includes items relating to attendance, discipline and other relevant factors.

PROGRESS REPORTS AND REPORT CARDS

Students shall receive grades on the basis of demonstrated competence. Each year is comprised of 2 semesters. Student progress reports shall be issued every week to the student. Teachers will provide students the opportunity to make up work within each week period. Parent/Teacher conferences are held during the 1st and 3rd quarters, or at the request of staff, parents, or students. Report cards will be available at the end of each semester. Grades will also be accessible throughout the year on JMC, the school's student management program.

ACADEMIC CONTINGENCIES/STUDENT ACCOUNTABILITY

- The administration of The Bridge School reserves the right to dismiss a student from the program as a result of unsatisfactory academic progress that is not rectified.
- Students who are not passing 75% of their classes at the end of each quarter will be put on academic probation for one quarter, and the principal, parent, counselor and student will convene to create an updated plan for improving academic performance and getting on-track for graduation/completion of program.

Please Reference the Superior middle/high school Student Handbook for school policy related to the individual topics listed below. *

GRADING	MEDICATIONS AT SCHOOL
DRESS POLICY	SNACKS AND BEVERAGES
ATTENDANCE POLICY	FIGHTING
CHEATING AND PLAGIARISM TARDY POLICY	VANDALISM
LOCKERS	SUSPENSION AND
STUDENT PARKING	EXPULSION LARCENY/THEFT
SEXUAL HARASSMENT CLOSED CAMPUS	SUBSTANCE ABUSE POLICY
CRIMINAL ACTS	SMOKING/TOBACCO POLICY
CELL PHONE/ELECTRONIC	STUDENT CONDUCT/BEHAVIOR AND
DEVICES INCLEMENT WEATHER	CONSEQUENCES
CLASS SCHEDULE	

(This list does not include all of the high school handbook policy and procedures guidelines but is a representative list).

STUDENT SERVICE/ACADEMIC/CAREER SUPPORT

- The School emphasizes the need for academic, social, and emotional well-being. The school counselor provides counseling to students to assist them with emotional and social success. The counselor will also assist in making referrals to community agencies and serve as a liaison between school, family, and community resources. The school Counselor will also serve as a source of information regarding community resources.
- The School Student Assistance Team (SAT) and the parents will provide assessments with recommendations for meeting instructional needs and creating Individual Education Plans for each student. The SAT Team and school counselor will also assist students in determining career goals and assessing credits and transcripts for making an academic plan toward their goals, including creating a plan for post-secondary academic/vocational options.

GRADUATION REQUIREMENTS

Credit Requirements

The definition of a credit shall be as follows:

Credit - a classroom subject which meets each day for a full period for the semester shall be one (1) credit. One (1) credit is equal to five (5) hours of instruction each week.

Requirements for High School Graduation

Forty-eight (48) credits are required to graduate. Thirty-four (34) credits will be from within the core curriculum which includes the following subjects: English, Mathematics, Science, Social Science, Physical Education/Health, and Career Education.

Parents shall be notified when a student is ineligible to receive a diploma after seven (7) semesters of attendance. A student ineligible to receive a diploma after completion of seven (7) semesters of attendance will be allowed to participate in the commencement exercises but will be awarded a Certificate of Attendance.

If the student completes eight (8) semesters of attendance and is still ineligible to receive a diploma, that student shall be awarded a Certificate of Attendance. There shall be no distinction made between students receiving Certificates of Attendance at the spring commencement exercises. A student receiving a Certificate of Attendance shall have the option of returning to school and completing the requirements for a diploma.

Early Graduation

In unique circumstances, the Board may waive the four-year attendance requirement for high school graduation, provided that the student has met the requirements listed below.

Students must make an application to the high school principal before they may seek permission to graduate early from the Board. The principal may consult with appropriate instructional and guidance staff members in making the determination. The student's application must include:

1. Proof that the student will meet all academic requirements necessary to graduate on or before the proposed graduation date;
2. A transcript showing that the student has no grade lower than "C" in any required course at the time of application;
3. A detailed essay that (a) addresses the reasons for seeking early graduation and (b) articulates the student's post-graduation plans, including goals and objectives justifying the need to graduate early; and
4. A letter from a parent/guardian supporting the application.

The student may submit any additional materials which support the student's efforts to graduate early. Such materials may include, but are not required to include: letters of support from staff and community members; proof of admission in a postsecondary program; and/or any other materials which the student believes to support the student's application.

Early graduates will be considered graduates of the district at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the student body and will forfeit those rights and privileges accorded such students.

Promotion and Retention of Students

Upon satisfactory completion of the requirements of the grade level, students attending the sixth thru eighth grades of the Superior High School shall advance to the next grade.

Students may be required to repeat the same grade provided there is expectancy that the student's building principal believes that the student will benefit from repeating the grade. If retention of a student is considered, a careful study of the needs of the student shall precede any decision relative to the retention. The building principal in basing his/her decision to retain the student may include, but is not limited to a conference with the student, the student's parents or guardian, the student's teacher(s) and the guidance counselor. Adequate testing of the student shall be performed to determine if the leading difficulty of the

student could best be served in a special education program. The final decision for the retention of a student shall be made by the administration.

Students are responsible for completing the district requirements and additional elective requirements to make up a total of credits. Juniors and middle school students are required to take the state assessments for their grade level. A student is required to earn a minimum of 48 credits to graduate from Superior Public Schools.

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<i>Subject:</i>	<i>Years</i>	<i>Superior High School Requirements</i>	<i>Credits</i>

<i>English/Language Arts</i>	4	Must include English I, English II, English III, and English IV	8
<i>Mathematics</i>	3	Must include Algebra 1 or (Algebra 1A and 1B), Geometry or (Applied Geometry), and Algebra 2.	6
<i>Science</i>	3	Must include Biology. Earth Science and Physical Science are also recommended.	6
<i>Social Science</i>	3	Must include U.S. Government and U.S. History. World Geography is also recommended.	6
<i>Physical Education / Health</i>	1	Must include PE, Social, and Emotional Education. and Health.	2
<i>Career Education</i>	3	Must include Personal Finance, College and Career Readiness, Investigating Careers.	6
<i>Electives</i>	4	Combination of college coursework or core/elective curriculum, work experience credit or additional credits listed below. Please see additional credit information listed below*	14

TOTAL 48

***Additional Credits**

Citizenship Credit: Students are eligible to receive two (2) elective credits per year for positive citizenship. To receive this credit, students cannot have any unexcused absences or more than two tardies. Students must also display positive behavior inside and outside the classroom.

Community Service Credit: Students are eligible to receive two (2) elective credits per year for community service. To receive this credit, students must complete ninety (90) hours of approved community service and submit agreed-upon documentation to the Bridge School teacher for verification of the community service.

Work Experience Credit: Students are eligible to receive three (3) elective credits per year for hours worked at

a place of employment outside of school hours. To receive this credit, students must work 180 hours per semester and submit, to the Bridge School teacher, pay stubs to verify hours worked.

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Alternative Education Student Placement Form

Name NDE #: DOB:		AGE:
☐ MALE ☐ FEMALE Grade: School:		
Principal: Counselor: Credits Earned:		
Pertinent Information		
Medical Concerns ☐ YES ☐ NO Medical Information Attached ☐ YES ☐ NO		
Active 504 Plan ☐ YES ☐ NO Date of 504 Plan / / Identified 504 Disability		
Court Involved ☐ YES ☐ NO	Suspension ☐ YES ☐ NO How many Days?	
SAT Meeting Minutes Attached ☐ YES ☐ NO Expulsion ☐ YES ☐ NO How Long?		
Attendance Attached ☐ YES ☐ NO Discipline Attached ☐ YES ☐ NO Transcripts Attached ☐ YES ☐ NO		
ADDITIONAL INFORMATION:		
Identify the Student Risk Factors Impeding Successful Completion of Academic Program (Check all that apply)		
I. Individual Background Characteristics ☐ Has a learning disability or emotional disturbance ☐ Juvenile Court Referrals II. Early Adult Responsibilities ☐ Has to work long hours to support family ☐ Parenthood III. Social Attitudes, Values and Behavior ☐ High Risk Peer Group ☐ High Risk Social Behavior ☐ Highly Socially Active Outside of School IV. School Performance ☐ Low Achievement ☐ Retention/over-age for grade		

V. School Engagement

- ☐ Poor Attendance
- ☐ Low Educational Expectations
- ☐ Lack of Effort
- ☐ Low Commitment to School
- ☐ No Extra-curricular participation

VI. Family Background Characteristics

- ☐ LOW SES
- ☐ High Family Mobility
- ☐ Education Level of Parents
- ☐ Large Number of Siblings
- ☐ Family Disruption

VI. School Behavior

- ☐ Multiple Discipline Referrals
- ☐ Frequent Aggression/Misbehavior
- ☐ Insubordinate

VII. Family Engagement With School

- ☐ Low Educational Expectations
- ☐ Sibling(s) Have Dropped Out
- ☐ Low Contact With School

Potential Interventions

(Check All That Apply)

- ☐ Academic Support ☐ After School Support ☐ Behavior Intervention ☐ Career Education/Job Training
- ☐ Conflict Resolution/Anger Management ☐ Family Engagement ☐ Court Advocacy/Probation ☐ Family Strengthening
- ☐ Family Therapy ☐ Life Skills Development ☐ Peer Group Intervention/Prevention
- ☐ Mental Health Services ☐ Mentoring ☐ Pregnancy Support ☐ Service Learning ☐ Structured Extra-Curricular Activities
- ☐ Substance Abuse Prevention ☐ Truancy Prevention
- ☐ Other _____

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Individualized Learning Plan

Student _____ Date _____

School _____ NDE

_____ AGE _____ History:

GPA _____ Credits _____ Attendance _____ Referrals _____

Personal Information		
Street:	City: State:	Zip Code
Home Telephone #: Email:		
Student Cell Phone # Parent Cell Phone #		
Father's Name: Father's Work #:		
Mother's Name: Mother's Work #:		

Bridge School Expectations:

☐ Return to regular education by ____/____/____ ☐ Graduate from High School by ____/____/____

☐ Earn _____ Credits By ____/____/____

☐ Maintain Attendance at _____% (90%, 95% 100% attendance rate)

☐ Behavior Goal:

Career/Service Work Goal (Complete a Career Inventory if one has not been completed)

Service Work Site Possibility:

Career Exploration Work Possibilities:

Job Possibility:

Weekly Schedule-List Courses, Classes, Career Exploration, Service Work and Job Training in the schedule below

Period	Monday	Tuesday Wednesday Thursday	Friday
1			
2			
3			
4			
5			
6			
7			

Present Level of Academic Performance	
English/Language Arts	Strengths
	Weaknesses
Math	Strengths
	Weaknesses

Science	Strengths
	Weaknesses
Social Studies	Strengths
	Weaknesses
	Strengths
	Weaknesses
	Strengths
	Weaknesses
	Strengths
	Weaknesses

Exit Plan for returning to the Regular Classroom or Graduation from High School		
Subject	Agreed Upon Academic Outcome Social Behavior Outcome	Supervising Teacher

Academic and/or behavioral supports needed while at the Bridge school		

Social/ Behavioral Counseling Needs while at the Bridge School		
Career/ Service Work supports needed while at the Bridge School		

Outline of School Responsibilities:

- 1.
- 2.
- 3.
- 4.

Outline of Student Responsibilities:

- 1.
- 2.
- 3.
- 4.

Outline of Parent Responsibilities:

- 1.
- 2.
- 3.
- 4.

Summarize the details of the learning plan

The student is placed in the Bridge School as determined by parents and staff of Superior Middle/High School and needs to complete _____ courses by _____ (Date) in order to ☐ return to the regular classroom or ☐ graduate. Student progress for the plan will be monitored by _____ (Teacher) and reports to parents will be made at a minimum of every four weeks. If the student is not completing work in a timely manner, is frequently absent, or refuses to work, a meeting will be called, and the parents, student and school will meet and draft a new Individual Learning Plan.

_____ (Student) has an interest in _____ (Service Work, Career Exploration, employment) and a learning experience will be pursued for placement for the student in the area of interest.

_____ (Student) has a behavior plan goal(s) for:
(List Goal(s), monitoring frequency, and indicators for success)

Behavior Goal(s)		
Goal: How Goal	Indicators of Success	By Whom
will be monitored (Frequency)		

Bridge School Program Signature Page

An Individual Learning Plan (ILP) has been developed for _____ a student at Superior Middle/High School. The student and the parent agree with the content of the ILP, and agree to:

☐ To attend the Bridge School for academic instruction, and pursue career exploration, service work, and employment options as part of an Individual Learning Plan that incorporates student interests and aptitude while also keeping _____ (student) on track to graduate

by _____

☐ Maintain _____% attendance (90%, 95%, 100%)

☐ Understand that all state and school rules and policies apply to the Bridge School

☐ Agree to arrive and leave on time for school and possible career, service work, or employment opportunities

☐ Agree to participate fully to the conditions of the Individualized Learning plan and understand that failure to meet these requirements could jeopardize the opportunity to graduate, while also possibly limiting personal post-secondary opportunities.

Student _____ Date _____

Parent _____ Date _____

School Principal _____ Date _____ School _____

Counselor _____ Date _____ Bridge _____

School Representative _____ Date _____

SUPERIOR PUBLIC SCHOOL DISTRICT

**Staff Handbook
2024-2025**

INTRODUCTION

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept with the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. It provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Persons who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator: Cesar Torres at 402-879-3257 ext. 116 , ctorres@superiorwildcats.org or in person at school.

Persons who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the following Title IX Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 West 8th Street, Superior, NE 68978 or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

Persons who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org, 601 West 8th Street, Superior, NE 68978 or in person at school.

Staff or students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Title VI Coordinator: John Whetzal at 402-879-3257 ext. 127, jwhetzal@superiorwildcats.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

~~Superior Public School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: John Whetzal, Superintendent, PO Box 288, Superior, NE 68978, jwhetzal@superiorwildcat.org (402) 879-3257, ext 127.~~

~~For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.~~

~~For additional prohibited discrimination and related information, please review school district Policy 3053—Nondiscrimination~~

USDA Nondiscrimination Statement

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, 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.

DRUG-FREE WORKPLACE REQUIREMENTS

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

POLICIES AND PROCEDURES REGARDING ALL STAFF

Accidents and Injuries

Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising

Activity accounts are handled through the building ~~principal~~ activity director's office. No student or sponsor may make any purchase without prior approval from the building ~~principal~~ activities director. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent and activities director ~~is~~ are responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets

All staff and their spouses will be admitted to home games free of charge. Activity tickets will be issued to staff through the building offices.

Agents, Salesmen and Other Business Representatives

All business representatives calling on school matters must obtain permission from the superintendent or building principal before conferring with staff. Staff must determine whether the business representative has been granted permission before discussing business matters. Classroom teachers may not interrupt class work to confer with such representatives.

Staff may not use school time or school facilities for any personal activity for personal financial gain or confer with any business representative for personal business during school time.

Announcements and Circulars

No announcements shall be made before any school group without authorization or the principal or superintendent.

Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Board Policies, Rules and Directives

The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district's website or in the main administrative office. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district's website and in the main

administrative office. **By signing below, you agree that you have read and understood these policies, handbooks, rules and directives, their application to you, and that you have had an opportunity to discuss any questions with the administration.**

Child Abuse

School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies ~~to board members, patrons, students and school staff,~~ to complaints unless the ~~staff member~~ complaint is subject to a different ~~grievance~~ procedure ~~pursuant~~ required by law, to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When ~~such~~ those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. ~~Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX."~~ Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for

allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant **reasonably** believes speaking directly to the person would subject complainant **or complainant's student** to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, ~~Title IX/504~~ coordinator, superintendent of schools, or president of the board of education, as set forth below. **Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.**

a. Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

b. Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

c. Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d. Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the ~~School District's Title IX/504~~ **applicable** coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268- 0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or ~~to the Title IX/504~~ coordinator, the administrator or ~~Title IX/504~~ coordinator **shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator** will promptly and thoroughly investigate the complaint, and shall:

a. Determine whether the complainant has discussed the matter with the **respondent** ~~staff member involved~~.

- i. If the complainant has not, ~~the administrator or Title IX/504 coordinator will~~ urge the complainant to discuss the matter directly with **the respondent** ~~that staff member~~, if appropriate.
 - ii. If the complainant refuses to discuss the matter with the **respondent** ~~staff member~~, the administrator or ~~Title IX/504~~ coordinator shall, in his or her sole discretion, determine whether the complaint should **or must** be pursued further.
 - b. Strongly encourage the complainant to reduce his or her concerns to writing.
 - c. Interview the complainant **and, if necessary, the respondent against whom the complaint is filed**, to determine:
 - i. All relevant details of the complaint;
 - ii. All witnesses and documents which the complainant believes support the complaint;
 - iii. The action or solution which the complainant seeks.
 - d. Respond to the complainant. If the complaint **involves** ~~involved~~ discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or ~~Title IX/504~~ coordinator **receives** ~~received~~ the complaint.
4. If either the complainant or the **respondent** ~~accused party~~ is not satisfied with the ~~administrator's or the Title IX/504 coordinator's~~ decision ~~regarding a complaint~~, he or she may appeal the decision to the superintendent. **The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.**
- a. ~~This~~ **The** appeal must be in writing.
 - b. This appeal must be received by the superintendent no later than **three (3)** ~~ten (10) business~~ **calendar** days from the date ~~the administrator or Title IX/504 coordinator communicated his/her decision to the complainant~~ **of the decision**.
 - c. **For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.**

d. ~~Upon completion of this investigation, the~~ The superintendent will prepare a written decision and ~~inform~~ provide it to the complainant and any other person entitled by law to receive the appeal decision ~~in writing of his or her decision. If the complaint involved~~ For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received the complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

- a. When the complaint is about a board policy, not implementation of the policy;
- b. When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
- c. When the board is required by law, policy, or contract to hear a complaint or appeal.

~~If either the complainant or the accused~~ a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding a the complaint or appeal, he or she may appeal the decision to the board.

- d. This appeal must be in writing.
- e. This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
- f. This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
- g. The board president will notify the complainant and any other

person legally required to receive the decision in writing of its decision. If the complaint involved discrimination or harassment allegations against the Superintendent, the board president shall submit ~~its~~ the decision within 180 days after ~~it received~~ receiving complainant's the written appeal.

h. There is no appeal from any decision of the board unless authorized by law.

6. ~~When a formal complaint about the superintendent of schools has been~~ Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president shall promptly and thoroughly investigate the complaint, and shall:

a. Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president, or his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

b. Determine whether the complainant has discussed the matter with the superintendent.

i. If the complainant has not, the board president will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.

ii. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

~~Strongly encourage the complainant to reduce his or her concerns to writing.~~

c. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

d. Respond to the complainant or appeal. If the complaint or appeal involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

e. Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to

address allegations against the superintendent.

No Retaliation

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings

The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Computers and the Internet: Acceptable Use by Staff

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

Conflict of Interest

All staff members are subject to the board's policy governing conflict of interest. That policy provides, in part, that no employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.

Contact Information

Staff are required to keep the district informed of any change in their name, address, telephone or other contact information. Contact the building secretary to report a change.

Copyright and Fair Use

The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal, review the school district's copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at: <https://www.copyright.gov/circs/circ21.pdf> and ~~Copyright for Students found at: <https://www.whoishostingthis.com/resources/student-copyright/>.~~ You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <https://www.loc.gov/programs/teachers/getting-started-with-primary-source/copyright/>.

Corporal Punishment

Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a

student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Short-Term)

Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: ~~John Whetzal~~ Cesar Torres at 402-879-3257 x 11627, ctorres@superiorwildcats.org, jwhetzal@superiorwildcats.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: John Whetzal at 402-879-3257 x 127, jwhetzal@superiorwildcats.org, PO Box 288, Superior, NE 68978, or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact John Whetzal at 402-879-3257 x 127, jwhetzal@superiorwildcats.org or in person at school. Employees may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Dress Code

Staff should dress in a manner that reflects the honorable profession of education. Certified staff, paraeducators and office staff should generally dress in business casual attire. Custodial, maintenance and transportation staff should dress in attire appropriate to the work they are performing.

~~Staff may not wear visible body piercing jewelry, including tongue adornment, while at school or during a school function on or off school premises. This prohibition applies to all parts of the body other than the ear.~~

The superintendent or principal shall maintain the discretion to make determinations on staff dress and appearance. Administrators may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special "casual days" or field days). Any violation of school policy and rules may result in disciplinary action.

Driving (both school and personal vehicles)

Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Drug and Alcohol Testing

School district administrators who suspect that drugs or alcohol may be present in a staff member's system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Duty to Report

School personnel shall self-report any of the following to the District's Superintendent within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier:

- Any criminal citation if the alleged offense is a misdemeanor or felony under federal or Nebraska law or in the state in which the alleged offense occurred;
- Any arrest for any reason;
- Any criminal conviction;
- Any sentence of incarceration;
- Any criminal or civil filing or Department of Health and Human Services or law enforcement investigation against the employee for child abuse and/or neglect;
- Any complaint or other administrative filing against the employee that could impact any certificate or professional license held by the employee;
- Any action or threat of action by any entity against the employee's driver's license or ability or authority to operate a motor vehicle if the employee's job duties may require the operation of a motor vehicle.

The failure to make a report required by this section may result in disciplinary action up to and including cancellation, termination, and non-renewal.

Electronic Communication While Driving

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to emails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Expenses

The board will reimburse staff for all approved expenses incurred in attending to school business. Reimbursement for mileage, supplies, and overnight travel are processed on an expense report form that is available from each building secretary. Appropriate receipts must be attached.

To be reimbursed for an item or for personal vehicle use, staff members must complete a reimbursement claim form, attach receipts and submit it to the building principal for approval.

All claims for reimbursement must be approved by the board, so some delay is probable. Mileage reimbursement will be denied if a school vehicle was available.

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy. The school district will utilize the "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

In-School Communication

Every staff member will be assigned a mailbox in the building where he or she works. Staff members are expected to check their mailboxes for messages in the morning upon arrival at school, at lunch time, and at the end of the day before departing.

A great deal of information is distributed to staff via the school's email system. Each staff member must check his or her email account frequently throughout the school day. Staff members are allowed to use their school email accounts for a moderate amount of personal email correspondence. However, sending or receiving personal email during class time is prohibited,

regardless of whether that personal email is received on the staff member's school email account or a personal account.

Intellectual Property

All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district. The district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.

Jury and Witness Duty Leave

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

Keys and Prox Cards

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours.

Staff members are responsible at all times for all keys and prox cards issued to them and must keep them in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys and/or prox cards to the building principal immediately.

Meals Program

Staff may take advantage of meals offered through the district's food program. Staff may purchase breakfasts for ~~\$2.50~~\$2.75 per meal or lunches for ~~\$4.50~~\$4.75 per meal. The lunch price includes one carton of milk. Extra cartons cost 45 cents.

USDA is an equal opportunity provider and employer.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) and the Nebraska Family Military Leave Act will be governed by the board's policies.

Milk Expression

Except as otherwise provided by law, the district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time such employee has the need to do so. The district will provide a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public. These accommodations will be provided for one year after the child's birth, unless otherwise required by law.

News and Press Releases

~~Positive media coverage of the school district and its activities is good for the school, its staff, and its students. Staff should endeavor to establish and maintain cordial relationships with local media outlets.~~ Only individuals who have prior administrative approval may issue press releases or other official communications regarding school activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

~~Communicating with the public, keeping the public informed, and public relations with the community are important tasks. News of important and/or interesting events and activities are usually welcomed by the newspapers.~~

Obligations Related to American Civics Instruction

All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment

No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Political Activities

District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in the political process, including seeking an elective office, provided that the staff member does not campaign on school property

during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the district is grounds for discipline. For further guidance regarding political conduct on school grounds, contact the superintendent and consult the board policies.

Pregnant or Parenting Students

The school district encourages students who are pregnant or parenting are encouraged to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district

administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

In addition to this requirement, the superintendent will select in-service programming to provide additional professional growth activities for certified and classified staff.

Purchasing

All requisitions for books and school supplies must be filed with the building principal. The requisition must include the name of the article being requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

When routine supplies are needed for immediate use, staff should contact the building secretary. When it is necessary to make a special or emergency requisition for supplies or equipment, staff should contact the principal for the necessary forms. The superintendent will either approve or disapprove the request through the principal.

Records and Reports

Staff members must refer to and comply with Board Policy 5016 regarding the management and maintenance of student records.

All staff members shall promptly furnish the administration with any information relating to their professional training, experience, activities or work required for reports to county, state or federal officials or for official school records. Personal information will be treated confidentially by school officials.

Recordings of Students and Classrooms

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy **3059** ~~5063~~ for

information on recording by students.

School Calendar

The official school calendar is maintained in each building office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.

School Property

School property is not to be lent to individuals except by permission of the superintendent.

Staff or groups who wish to use school facilities should make requests to the **activities director** ~~building principal~~ as early as possible so that they may be placed on the school calendar.

Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use

The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security

Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night.

Staff members who use the building after it has been locked by the custodian or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used.

Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Smoking on School Premises or at School Activities

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such

look-alike or imitation product, is not permitted on school property at any time.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and District Social Media Use. This policy applies to both personal and school-affiliated social media use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Solicitation and Distribution of Merchandise

In the interest of maintaining a proper school environment and preventing interference with school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds, except as approved by the administration.

Staff Room

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Student Interviews

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

Telephones

School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class

time except in the case of an emergency.

Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.

ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.

iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.

b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.

i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act solely as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the

individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of superintendent, building principals, guidance counselor, social worker, SPED director, school nurse, and school psychologist. Local law enforcement will be involved as needed. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the

appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Transportation Request Forms

Staff members must complete transportation request forms as soon as they know they need school-provided transportation to allow the activities director adequate time to schedule drivers and vehicles.

Visitors

Staff should welcome members of the public who wish to visit school, but should ensure that visitors follow the district's requirements.

All visitors must report to the building office before visiting any classroom or other areas of the building.

Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period
- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must wear the visitor's badge supplied by the building office

Wage and Salary Payments

Staff members are paid on the 15th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the

last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings

If school is called off because of bad weather or for any other reason, it will be announced on KRFS Radio. In addition, the JMC communications tools will be used to send text and phone messages to staff and students.

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. Staff members should treat the absence 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 (except in case of a tornado) 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.

Workplace Searches

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration.

Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF

Absences

The accumulation of leave for teaching staff is governed by the Negotiated Agreement between the Board of Education and the Education Association. This handbook sets forth the process for using that leave

1. Sick Leave

Certified staff members who are too ill to perform their teaching duties must contact their building principal. ~~by 6:00 a.m.~~

2. Personal Leave

Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Staff members may not take personal leave adjacent to a school break. For example, if school is not in session on a Monday, certified staff may not take personal leave the preceding Friday or following Tuesday.

3. Professional Leave

The board and administration recognize the value of continuing education and encourage certified staff to participate in seminars, workshops and other activities which will continue their professional growth. Certified staff members who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event and any written materials about the event. Building principals may deny requests for professional leave if they are unable to secure the services of a qualified substitute or if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district. Certified staff members who feel they have been unfairly denied professional leave may grieve the principal's decision, pursuant to the grievance procedure contained in the district's Negotiated Agreement.

4. Substitute Folders

Each teacher must prepare a substitute folder and keep the completed folder in the upper right-hand drawer of his/her desk. The folder must contain:

- a.) the current seating chart for each class;
- b.) the daily routine followed by each class;
- c.) all schedules (fire drill procedures, lunch schedule, etc.);
- d.) a copy of this handbook; and
- e.) plans for the day if the teacher's absence was anticipated. (These plans are in addition to the teacher's regular lesson plan book.)

Assemblies

Classroom teachers must attend assemblies and pep rallies and sit with students to help maintain order.

All certified staff members should attend school assemblies and should try to attend as many of the school functions as possible regardless of whether they have specific assigned duties or not.

Assignment of Teachers

The administration will assign certified staff to individual duties. Certified staff will also be assigned for various forms of hall, extracurricular, recess, traffic, lunch period and other noontime duties, and athletic events.

Certificates, Teacher Contracts, Salary Information

Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member's responsibility to make sure this is done.

Each certified staff member must provide the superintendent's office with the following information:

- a. social security number,
- c. withholding form W-4, and
- d. authorization to withhold for disability insurance benefits
- e. retirement benefit forms

It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

Cheating

Students caught cheating (including plagiarizing) must be sent to the building principal for administrative discipline. ~~The classroom teacher may also give the cheating student a zero grade for the test or assignment.~~

Check-out Forms

All certified staff must complete a check-out form and obtain the building principal's signature on the form prior to departing for the summer. Classrooms must be tidy to allow the custodial staff to clean classrooms and work areas. Certified staff members who do not clean their work area before departing for the summer will not receive their paychecks ~~will~~ until the work is completed.

Class Record Books

A class record book is the school's official record of matters relating to each student in each teacher's class. It may be maintained in paper or electronic form and must be complete in scope and accurately maintained. All classroom teachers are required to keep class record books which list students in each class in alphabetical order and show the attendance and all grades earned by each student. At the end of each school year, classroom

teachers must turn their record books into the building office. Record books are subject to examination by the building principal or superintendent at any time.

Classroom Management and Student Discipline

Classroom discipline is first and foremost the responsibility of the classroom teacher. Individual teachers are expected to assume responsibility for good discipline throughout the school system. However, if a certified staff member needs assistance with student discipline, they should seek the advice and counsel of the principal or superintendent.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult.

Classroom teachers should have a well-defined discipline plan that is known to the students. Rules and consequences should be stated clearly and posted where appropriate.

Each building has its own specific procedures concerning student discipline. Classroom teachers should consult with their building principal for more information.

Teachers may remove a student from the classroom for failure to comply with established rules of conduct. Only an administrator can suspend or expel students from class or school and due process must be followed.

Students may be kept after school for matters relating to discipline or to assist in their academic progress. Certified staff should allow all elementary students and junior/senior high students who ride the bus to arrange parental transportation for the next day with their parents. Students who do not have transportation concerns may be kept without delay. Students may not avoid being kept after school because they have an after school practice or other school activity.

Both elementary and secondary certified staff are responsible for assisting with hallway discipline between classes and in the school lunchroom.

Classes should begin on time and end promptly. Work should continue throughout the period assigned for it. Classroom teachers have no right to waste the pupils' time. Classroom teachers may not dismiss classes early except by permission of the building principal.

Staff members may never send a student off school grounds without the authorization of the building principal.

Classroom teachers may not admit tardy students to class without an admit slip from the principal or the student's teacher from the previous period.

Classroom Sanitation

1. Handling of Body Fluids

All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from

scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.

2. Infectious Diseases

Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom they suspect of having been exposed to any infectious or contagious disease.

Coaching Supplies

Coaching supplies will be distributed by the activity director. Such items include tape, prewrap, heel pads, band aids, ankle braces, game balls, etc. Coaches should request additional supplies from the athletic director only when they have run out of supplies.

Coaches must fill out and submit inventory forms to the activity director immediately after the season is complete.

Collection of Student Money

Staff members must comply with the school district's student fee policy before collecting any funds from students.

Money collected from students should be turned into the office ~~on the day~~ within one week from when it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Superior Public Schools, unless otherwise instructed. When students purchase items such as coats, rings, etc., through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

Community Involvement

Certified staff are encouraged to take part in civic affairs in the community and must do so when required by state law and board policy.

Display of Classroom Work in the School and the Community

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may use during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

Duties of Certified Staff

The duties of certified staff include, but are not limited to, the following:

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.

- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss students or other staff members in the staff lounge.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.
- i) Refraining from joining book clubs or film clubs using the school name.
- j) Turning in all monies collected to the main office by the end of the school week.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

Eligibility Grades 6-12

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) and District requirements concerning scholastic eligibility, (2) be registered for 20 instructional credit hours from the enrolled homeschool program and a minimum of 20 credit hours must be from the member school the student represents in interscholastic competition per semester and be in regular attendance within the District, (3) received 20 credit hours in the immediate preceding semester, and (4) have not less than a 70 ~~60~~% grade in ONE ~~two or more~~ ~~classes~~ two weeks in a row or TWO classes in one academic week to remain eligible to participate in any portion of the activities program. The period of ineligibility will be from Monday to Sunday of the school week when a student has attained ineligible status. Teachers will report grades to the guidance office on Friday ~~Monday~~ of the preceding ~~current~~ participating week by 1:00 pm. Participants must attend practices and participate in all conditioning during any period of ineligibility but students will be considered ineligible to attend any and all activities including but may not be limited to: school dances (Homecoming, Winter Formal, & Prom), athletic events, FFA, FBLA, Student Council, play productions or musicals, Quiz Bowl, Actions Day, and pep band. ~~If early dismissal is required for an event~~ The ineligible student is not allowed to travel with their team, this includes joining the team on the sidelines of the event or dressing in

uniform for the event. Students participating in music classes will be expected to be present at concerts regardless of their eligibility status as this is a curricular activity and the student receives a grade for their performance. Eligibility will be cumulative in nature. Any ineligible student must report to the secondary after school program to complete all missing assignments prior to participating in practice. Student eligibility will begin in the 3rd week of the semester. Week 4 of the semester will be ALL students one and only waiver week. Waiver weeks are enforced per student not per class.

~~To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) requirements concerning scholastic eligibility, (2) be registered for 20 credit hours per semester and be in regular attendance, (3) received 20 credit hours in the immediate preceding semester, and (4) have not less than a 60% grade in two or more classes to remain eligible to participate in any portion of the activities program. The period of ineligibility will be from Monday to Sunday of the school week when a student has attained ineligible status. Teachers will report grades to the office by Monday of the current week. Participants must attend practices and participate in all conditioning during any period of ineligibility.~~

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance, or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FFA, FBLA, speech contests, and similar organizations or events.
2. Drill Dance Team.
3. Music competition, performances (except Winter and Spring concerts), and clinics.
4. All school dances.
5. Other activities deemed appropriate by the principal.

Extracurricular Activities

Staff must schedule all events and other extracurricular activities at the activity director's office and within F1 Events to avoid conflicts. Activities must be put on the school calendar located in the activity director's office and submitted with F1 Events at least 48 hours ~~one week~~ before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time to be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other

activity. Students will not be dismissed from classes to participate in extracurricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than two school sponsors. Non school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Evacuations

Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency.

When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

- a) Students nearest the windows will close them before leaving.
- b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
- c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
- d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
- e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
- f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
 - 1) hold up a Green Card (all students accounted for)
 - 2) hold up a Red Card (missing student (s) listed)
 - 3) hold up a yellow White Card (extra students listed)

The signal to return to the school building will be the short bell. It will be sounded upon completion of the drill. Students will return in an orderly manner.

2. Tornado Drills

When a tornado warning has been issued, the school will evacuate

classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

- a) All students and staff should proceed to the designated tornado shelter.
- b) Once in the designated shelter, each teacher must account for every student in the class.
- c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. Protocol for all Evacuations

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

- 1) Take the class roster;
- 2) Lock the classroom door after all occupants have exited the room;
- 3) Keep the class together and move promptly in an orderly fashion; and
- 4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluations - John - need to attach the evaluation form/tool

The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's evaluation forms are contained at the end of this handbook.

Examinations

Semester examinations will be given unless deemed appropriate not to give one after consultation with the principal. Tests and final exams will not be given ahead of time, unless approval is given by the building principal. Students are not to type tests or grade any major tests.

Faculty Meetings

The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Field Trip Request

Certified staff who wish to take students off school property must request from their building principal at least ten calendar days prior to the date of the requested activity.

Grading Policy

A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student.

Report cards - Classroom teachers should provide students and parents with frequent updates regarding the student's progress during the quarter. Mid-semester progress reports will be provided in October and March to the students and parents. Following the end of each semester ~~nine-weeks grading-period~~ report cards will be provided to students and parents. **Students must have all fines and bills paid before receiving their report cards or having their online account reactivated.** The report cards are to be taken home.

Pupils entering school for the first time after the school year has started must be in school at least 4 1/2 weeks prior to the date report cards are issued to be entitled to receive a report card.

Elementary Grading Scales

Grading in the Superior Elementary Schools will follow the guidelines below. ~~Quarter and Semester grades will be given.~~ Formative and summative assessment measures will provide the teacher with pieces of evidence of the student's learning. At the end of an instructional unit a grade will be given, using the district's proficiency scale, for each outcome that was taught. This outcome grade will be reported to parents on the student's report card. Parents will also have access to the component grades through their parent account in Otus. Moving from a traditional percentage report card to a standards-referenced report card is a process. Until all subject areas have completed the process, those remaining subject area grades will continue to be reported in the same manner as previous years. Data collected on non-academic factors will be reported separately from the students' subject grade. This will be reported as Learning Attributes and include both areas of character development and skills for learning.

The grade level teacher and the Resource teacher will work cooperatively to give grades to students with significant academic and/or behavior needs that are appropriate for that student's ability and effort. Parents may be contacted concerning their student's performance.

Secondary Level:

Class Rank and Grade Point Average are computed twice yearly in grades 9-12 at the conclusion of each semester. Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each curriculum class in which he/she was enrolled. For the purposes of this policy, all classes are used for class rank except for Drivers Education and Teacher Aide. The alternative education students in the Bridge program are not eligible for class rank.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Students who transfer into the school district in the middle of their senior

year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking. Mid-year transfer students will not be eligible to receive senior awards such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for at least two semesters.

Grading Scale

A	90-100	D	60-69
B	80-89	F	Below 60
C	70-79	I	Incomplete

Data collected on non-academic factors will be reported separately from the students' subject grade. This will be reported as Learning Attributes and include both areas of character development and skills for learning.

Guest Lecturers

Guest lecturers must be approved by the administration before they are asked to address a class. The guest lecturer must have a specific, relatable objective in his/her lecture.

Hall Duty

Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy

~~Homework is an important part of student learning. When parents, teachers, and students work together, out of class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources.~~

Homework is an opportunity for students to practice learned skills and demonstrate their level of understanding. It is used by the teachers to guide instruction and provide feedback to the students about their learning. Teachers are looking for quality, not quantity. Homework performance is not an accurate portrayal of final proficiency or mastery. It's the path to learning. We grade students against standards, not the routes by which they achieve them.

Elementary Teachers will provide meaningful homework that reinforces previously taught concepts and encourages family engagement which averages 10 min/grade level (not to exceed 30 minutes).

Secondary teachers will provide adequate class time to complete assignments. Assignments not completed in class will need to be completed at home. Homework may also be assigned as needed.

Homework given for the purpose of additional practice will not be included in the student's academic score. Homework is a risk-free chance to experiment and practice with newly acquired skills without penalty.

Instructional Materials

~~Instructional materials are made available through the Education Service Unit. A listing of items and check out instructions can be found at <https://esu9.org/media-and-technology/media-and-equipment-library/>. Films should be used as instructional materials. All media must be previewed for suitability by the classroom teacher before being shown to students.~~

Lesson Plans

Each teacher will prepare and complete a proper lesson plan on Friday for the following week. These plans must be written so that they are clear to any substitute teacher and readily available to any teacher. An up-to-date seating chart of the class or classes shall be part of the lesson plan book. Other regulations relative to lesson plans will be made by individual building principals. The lesson plans of all classroom teachers are subject to review of the building principal or other members of the school district's administration at any time.

Lesson plans must **identify major instructional objectives and show page assignments and general direction that might be followed by anyone who might be called upon to teach the classes.**

Lesson plans for the upcoming week must be submitted by 4:00 p.m. on Friday of each week or the last day of the week if it ends earlier.

Media Center

The media center is set up to serve the needs of certified staff and students. Certified staff who need assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center before school or during class time with their teacher's permission. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

Paraeducators

Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and

effective manner. A paraeducator must not, however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's progress. This may be done by letter, telephone, email, or personal conference. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

Parties

1. No activities or picnics shall be held by an organization of the school without the presence of the sponsor or sponsors.
2. The number of activities and the closing hour for activities will be determined by the building principal and organization sponsor.
3. In making arrangements for activities and picnics, staff must avoid disturbing the routine of the school.
4. Cleaning up after the activity is the responsibility of the sponsor.

Planning Time

Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day.

The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time is not to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

Private Tutoring

Classroom teachers must provide individual assistance to students as a part of their duties. Any certified staff member who engages in private tutoring for pay (compensation of any kind from a source other than the District) is

subject to the following rules:

- Certified staff may not arrange to provide private tutoring for any child enrolled in the staff member's class.
- Certified staff are not to provide private tutoring in a school building.
- Certified staff are not to provide private tutoring during duty time.
- Certified staff are prohibited from advertising or promoting the private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Projection Maps

The school district will only use the Gall-Peters projection map or a similar cylindrical equal-area projection map or the AuthaGraph projection map for display or use in the classroom. Use of the Mercator projection map is prohibited unless:

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or
2. The Mercator projection map is part of any:
 - a. book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and
 - b. a Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson in which a Mercator projection map is used.

Pupils' Records

1. Each classroom teacher must keep a set of records in the daily class record book of the class recitations, tests, exams, daily work, notebook, etc. This serves as a justification of the final grade in case of dispute between teacher and pupil, or teacher and parent, and assists in making out the final grades. This book must be turned into the principal at the end of each school year.
2. Report cards will be issued within one week following the end of **each semester** unless otherwise announced.
 - a) Reports should be conscientiously and accurately made because they are a serious estimate of the degree of success of the pupil.
 - b) Each classroom teacher should be adequately prepared to defend all decisions given on the report card.
 - c) Each classroom teacher is responsible for distribution of class cards on time.
 - d) Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards.

Rights of Certified and Probationary Teachers

Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

School Day

All certified staff must be at school or on duty between the hours of 7:50 a.m. and 3:50 p.m., Monday through Thursday. On Fridays and days preceding certain holidays or vacation periods, certified staff are permitted to leave after the students are dismissed. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 7:50 a.m. each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done on school time.

Sponsors

Certified staff members are assigned by the superintendent as class and club sponsors. Sponsors must be present at all meetings and activities of the sponsored group. The procedure for activity accounts and meetings can be found in the student manual. Purchasing of supplies must be approved by the Superintendent.

Student Activities

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Student Aides

Student aides are to be directly supervised by the certified staff member and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the certified staff member by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be

given to students, whether they are student aides or not. A student aide should not be present and assisting a certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance

Students are expected to arrive at each class, be seated and ready for instruction prior to the beginning of the class day or class period, as appropriate. Student tardiness is the classroom teacher's professional responsibility. Classroom teachers must insist that students be on time.

Each teacher must maintain an accurate record of student attendance each day. Classroom teachers must carefully check and record attendance information at the beginning of each school day and, in upper grades, at the beginning of each period. Students and student assistants are not permitted to check attendance. Excessive absenteeism should be reported to the building principal or guidance counselor.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass.

A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

Student Attire

The responsibility for proper daily grooming and dress is primarily the responsibility of students and parents/guardians. However, certified staff members must insist that students do not remain in school while wearing attire that violates the dress code set forth in the Student Handbook.

Classroom teachers must report students who are not in compliance with the dress code to the building principal. The final decision on what is considered proper grooming and appearance is the responsibility of the building principal.

Student Illness

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Student Medication

Student medications should not be dispensed by staff members unless they follow the following procedures.

No staff members other than the school nurse or medication trained personnel may dispense medications (prescription or over-the-counter) to students at any time. Students may, with written parental or guardian permission, self-administer medications such as aspirin and cough syrup or cough drops.

Staff members are not authorized to dispense prescription medicine without an agreement with a parent or guardian to provide a prescription container for the medicine that includes a pharmaceutical label, the physician's name, a child guard cap and directions for administering the medication.

After receiving the medication, the school employee should lock the medication in a cabinet or place it in an area where access is restricted to school employees only.

Student Searches

Certified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Substitute Teaching During Planning Period

Certified staff may be required to substitute during their planning period. Coverage time compensation will be paid per the negotiated agreement.

Teaching Controversial Issues

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Textbooks

Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution.

Textbooks are to be stored in the classroom or storeroom. Textbooks are to

be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover.

Workbooks do not become the property of the students and in most cases should be retained by the school.

POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF

At-Will Employment

Classified staff members are employed "at-will." Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

TRANSFERS

Classified employees may be transferred at any time to a new location or to a new position for which he/she is qualified at the discretion of the Superintendent.

CONFIDENTIALITY

All student information and records are to be handled in a confidential manner and shall not be discussed with anyone other than the appropriate district personnel. If questioned about district policies or practices, employees shall refer a member of the public to the appropriate district personnel. Repeated, documented violations of this procedure could result in disciplinary action being taken against the employee up to and including termination.

POLITICAL ACTIVITY

Employees may join political organizations, civic associations, or groups and become involved in political activities subject to the restrictions of this article:

- a. As private citizens, employees may participate in political activities, including holding district office.

However, school employees cannot be both employees and board members at the same time.

b. Any employee desiring to become a candidate for a school elective officer shall first take a leave of absence without pay or resign. Should an employee on leave of absence without pay be unsuccessful in seeking such elective office, he/she shall be returned to employment on the same terms and conditions as any other employee who has taken leave of absence without pay. An employee is considered to be a candidate for elective office once all statutory requirements have been met to qualify as a candidate.

c. Political activity must not interfere with job attendance or performance. Employees are not permitted to solicit or handle political contributions in school elections. They are not allowed to solicit or handle political contributions in school elections during school time or at the worksite. They are not permitted to wear or display political badges, buttons, or signs on their person or school property to support a candidate for elective office or to engage in political activity.

d. The purpose of this guideline is to prevent and avoid the appearance of impropriety on the part of any employee. Employees are neither appointed to nor retained in the school's service based on their political affiliations or activities.

Bereavement Leave

Classified employees will be granted up to five days off from work with pay in the event of the death of your spouse, child, or parent; up to three days in the event of the death of your grandparents, grandparents-in-law, sister, brother, father-in-law, mother-in-law, son-in-law, daughter-in-law, sisters-in-law, brothers-in-law, or grandchildren. All requests for bereavement leave should be submitted to your immediate supervisor.

Holidays

Employees will receive paid time off on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day if they fall during the employees scheduled work week.

Holidays falling on a Saturday are normally observed on the preceding Friday. Holidays falling on a Sunday are normally observed on the following Monday.

Hours

Work hours vary with the classified staff member's department and position. Meetings will occasionally be scheduled before or after normal working hours.

It is vital that the district's employees arrive at work punctually and consistently. Staff members who are chronically late or excessively absent will be disciplined, up to and including discharge.

Overtime and Compensatory Time

All classified staff members must keep an accurate record of all hours worked for the district. The only exceptions are those who have been

notified in writing that they are exempt from this time-keeping requirement. Classified staff should not work more than forty hours in a given week without the express permission of their immediate supervisor. Those who accrue more than forty hours in a given workweek will receive overtime or compensatory time, pursuant to board policy.

Reporting When School is Closed

When school is closed due to inclement weather, classified staff should report to work based on their positions:

- a) **Secretaries/Clerical staff** should not report to work unless specifically directed to do so by their supervisor or the superintendent.
- b) **Paraprofessionals** should not report to work unless teaching staff are asked to report.
- c) **Food Service staff** should not report to work.
- d) **Bus Drivers** should not report to work.
- e) **Custodians/Maintenance staff** should report to work.

Sick Leave

Classified employees will receive 8 days of sick leave annually cumulative to a 45 day cap. A staff member who is too ill to come to work, or who has a qualifying family member who is too ill to be left alone, must notify his or her immediate supervisor at least **one three** hours prior to the time he/she regularly reports to work. Classified employees shall not be paid for accrued unused sick days in the event of termination of employment.

Vacation

Eligible classified employees will receive paid vacation each school year. Employees should consult with their immediate supervisor for vacation information.

New employees will not be entitled to any vacation leave for the first three months of employment. After the completion of the last day of the third month of employment, new employees will be awarded one-half of the total vacation days provided for their job assignment. After the completion of the last day of the sixth month of employment, new employees will receive the remaining days of vacation provided for their job assignment.

Nine month employees may accrue up to five days of vacation; Eleven/twelve month employees may accrue up to ten days of vacation. Once vacation days are accrued, they may be carried forward from year to year. If an employee carries forward accrued vacation days, he/she shall receive additional vacation days for the next contract year to bring the total of accrued vacation days to the maximum number of days allowed for his/her particular job assignment. In no event shall the employee receive any additional days beyond the maximum accrual cap listed above. Classified employees shall be paid for any unused vacation days in the event of termination of employment.

SNOW DAYS.

A maximum of (3) snow days will be paid per year in which school is canceled for inclement weather.

INCIDENTAL WORK DAYS.

9-month employees will be allowed a maximum of (2) incidental days per year to be paid out for the first two events that school is not in session, such as forensic tournaments, FBLA competitions, FCCLA competitions, Vocal/Band competitions, funerals, etc.

Evaluations

Superior Schools shall maintain a formal performance evaluation plan for all classified employees. Evaluation criteria shall be based upon individual job descriptions and shall be done by the employee's immediate supervisor.

An evaluation shall be completed after six (6) months of employment and all classified employees shall be evaluated at least annually thereafter. Upon the completion of an evaluation, the evaluation is to be signed by the evaluator and acknowledged by the employee and placed in the employee's personnel file with a copy given to the employee.

Completion of evaluations is the responsibility of each employee's immediate supervisor.

JURY DUTY

Employees shall be excused for jury duty with no jeopardy to their employment. Employees being called will be reimbursed at their regular rate of pay minus payment received for serving on the jury with mileage and other expense money retained by the employee.

Notice of jury duty shall be given to the employee's supervisor immediately upon receipt of the jury duty notification by the employee.

Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors email and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measure that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

~~Title IX Policy and Grievance Procedures~~

~~It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to~~

~~discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.~~

~~1. **Title IX Coordinator**~~

~~1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).~~

~~2. **Definitions.** As used in this policy, the following terms are defined as follows:~~

~~2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.~~

~~2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.~~

~~2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34~~

~~C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).~~

~~2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.~~

~~2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.~~

~~2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:~~

~~2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~

~~2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;~~

~~2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;~~

~~2.6.3.1. **Sex Offenses, Forcible** Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent:~~

~~2.6.3.1.1. **Rape** (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~

~~2.6.3.1.2. **Sodomy** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.3. **Sexual Assault With An Object** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.1.4. **Fondling** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity~~

~~2.6.3.2. **Sex Offenses, Non-forcible** (Except Prostitution Offenses) Unlawful,~~

~~non forcible sexual intercourse.~~

~~2.6.3.2.1.——**Incest**—Non Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law~~

~~2.6.3.2.2.——**Statutory Rape**—Non Forcible sexual intercourse with a person who is under the statutory age of consent~~

~~2.6.4.——**Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—~~

~~2.6.4.1.—who is or has been in a social relationship of a romantic or intimate nature with the victim; and~~

~~2.6.4.2.—where the existence of such a relationship shall be determined based on a consideration of the following factors:~~

~~2.6.4.2.1.—The length of the relationship.~~

~~2.6.4.2.2.—The type of relationship.~~

~~2.6.4.2.3.——The frequency of interaction between the persons involved in the relationship.~~

~~2.6.5.——**Domestic violence**, as defined in 34 U.S.C. § 12291(a) which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim, under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—~~

~~2.6.5.1.—is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;~~

~~2.6.5.2.—is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;~~

~~2.6.5.3.—shares a child in common with the victim; or~~

~~2.6.5.4.—commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.~~

~~2.6.6.——**Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—~~

~~2.6.6.1.—fear for his or her safety or the safety of others; or~~

~~2.6.6.2.—suffer substantial emotional distress.~~

~~2.7.——**Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint~~

~~or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.~~

~~3. Discrimination Not Involving Sexual Harassment.~~

~~3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.~~

~~3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:~~

~~3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;~~

~~3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;~~

~~3.2.3. Deny any person any such aid, benefit, or service;~~

~~3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;~~

~~3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;~~

~~3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;~~

~~3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.~~

~~3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above shall be addressed pursuant to the district's~~

general complaint procedure, Board Policy 2006.

~~4.—Response to Sexual Harassment~~

~~4.1.—Reporting Sexual Harassment.~~ Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

~~4.2.—General Response to Sexual Harassment.~~ When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

~~4.3.—Emergency Removal.~~ Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

~~4.4.—Administrative Leave.~~ Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

~~4.5.—General Response Not Conditioned on Formal Complaint.~~ With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

~~5.—Grievance Process for Formal Complaints of Sexual Harassment.~~

~~5.1.—General Requirements.~~

~~5.1.1.—Equitable Treatment.~~ The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

~~5.1.2.—Objective Evaluation.~~ This grievance process requires an objective evaluation of all relevant evidence including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

~~5.1.3.—Absence of Conflicts of Interest or Bias.~~ The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

~~5.1.4.—Training.~~ The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

~~5.1.4.1.—All District Employees and Board Members.~~ All district employees and board members will be trained on how to identify and report sexual harassment.

~~5.1.4.2.—Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.~~ The district will ensure that Title IX Coordinators, investigators, decision makers, or any person designated by the district to facilitate an informal resolution process receive training on:

~~5.1.4.2.1.—The definition of sexual harassment in subsection 2.6;~~

~~5.1.4.2.2.—The scope of the district's education program or activity;~~

~~5.1.4.2.3.—How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and~~

~~5.1.4.2.4.—How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.~~

~~5.1.4.3.—Decision-Makers.~~ The district will ensure that decision makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

~~5.1.4.4.—**Investigators.**—The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.~~

~~5.1.5.—**Presumption.**—It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~

~~5.1.6.—**Reasonably Prompt Time Frames.**—This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.~~

~~5.1.7.—**Range of Possible Sanctions and Remedies.**—Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.~~

~~5.1.8.—**Range of Supportive Measures.**—The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.~~

~~5.1.9.—**Respect for Privileged Information.**—The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~5.2.—**Notice of Allegations.**~~

~~5.2.1.—**Initial Notice.**—Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:~~

~~5.2.1.1.—A copy of this policy.~~

~~5.2.1.2.—Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting~~

~~false information during the grievance process.~~

~~5.2.2.—**Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.~~

~~5.3.—**Dismissal of Formal Complaint.**~~

~~5.3.1.—The district will investigate the allegations in a formal complaint.~~

~~5.3.2.—**Mandatory Dismissals.** The district **must** dismiss a format complaint if the conduct alleged in the formal complaint:~~

~~5.3.2.1.—Would not constitute sexual harassment as defined in subsection 2.6 even if proved;~~

~~5.3.2.2.—Did not occur in the district’s education program or activity; or~~

~~5.3.2.3.—Did not occur against a person in the United States.~~

~~5.3.3.—**Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:~~

~~5.3.3.1.—The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;~~

~~5.3.3.2.—The respondent is no longer enrolled in or employed by the district; or~~

~~5.3.3.3.—Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

~~5.3.4.—Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.~~

~~5.3.5.—Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district’s code of conduct or pursuant to another district policy.~~

~~5.4.—**Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.~~

~~5.5.—**Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:~~

~~5.5.1.—Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district’s investigation of a formal~~

complaint;

~~5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);~~

~~5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;~~

~~5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;~~

~~5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;~~

~~5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;~~

~~5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and~~

~~5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.~~

5.6.—~~Determination Regarding Responsibility~~

~~5.6.1.—**Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).~~

~~5.6.2.—**Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.~~

~~5.6.3.—**Written Determination.** The decision maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision maker(s) will apply the preponderance of the evidence standard. The written determination will include:~~

~~5.6.3.1.—Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;~~

~~5.6.3.2.—A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~

~~5.6.3.3.—Findings of fact supporting the determination;~~

~~5.6.3.4.—Conclusions regarding the application of the district's code of conduct to the facts;~~

~~5.6.3.5.—A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and~~

~~5.6.3.6.—The district's procedures and permissible bases for the complainant and respondent to appeal.~~

~~5.6.4.—The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.~~

~~5.6.5.—The Title IX Coordinator is responsible for effective implementation of any remedies.~~

~~5.7.—**Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district’s dismissal of a formal complaint or any allegations therein, on the grounds identified below.~~

~~5.7.1.—**Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party’s failure to timely submit a Notice of Appeal will be deemed a waiver of the party’s right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.~~

~~5.7.2.—**Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district’s dismissal of a formal complaint or any allegations therein, are limited to the following grounds:~~

~~5.7.2.1.—Procedural irregularity that affected the outcome of the matter;~~

~~5.7.2.2.—New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~

~~5.7.2.3.—The Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.~~

~~5.7.3.—As to all appeals, the district will:~~

~~5.7.3.1.—Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;~~

~~5.7.3.2.—Ensure that the decision maker(s) for the appeal is not the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;~~

~~5.7.3.3.—Ensure that the decision maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.~~

~~5.7.3.4.—Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;~~

~~5.7.3.5.—Issue a written decision describing the result of the appeal and the rationale for the result; and~~

~~5.7.3.6.—Provide the written decision simultaneously to both parties.~~

~~5.8.—**Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution~~

~~process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:~~

~~5.8.1.—Provides to the parties a written notice disclosing:~~

~~5.8.1.1.—The allegations;~~

~~5.8.1.2.—The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;~~

~~5.8.1.3.—That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and~~

~~5.8.1.4.—Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;~~

~~5.8.2.—Obtains the parties' voluntary, written consent to the informal resolution process; and~~

~~5.8.3.—Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

~~5.9.—Recordkeeping.~~

~~5.9.1.—The district will maintain for a period of seven years records of:~~

~~5.9.1.1.—Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;~~

~~5.9.1.2.—Any appeal and the result therefrom;~~

~~5.9.1.3.—Any informal resolution and the result therefrom; and~~

~~5.9.1.4.—All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.~~

~~5.9.2.—For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of~~

~~certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.~~

~~6.—**Superintendent Authorized to Contract.**—The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision maker(s), informal resolution facilitator(s), or appellate decision maker(s) as contemplated by this policy.~~

~~7.—**Access to Classes and Schools.**~~

~~7.1.—**General Standard.**—Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.~~

~~7.1.1.—**Contact sports in physical education classes.**—This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.~~

~~7.1.2.—**Ability grouping in physical education classes.**—This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.~~

~~7.1.3.—**Human sexuality classes.**—Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.~~

~~7.1.4.—**Choruses.**—The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.~~

~~7.2.—**Classes and Extracurricular Activities.**—The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.~~

~~8.—**Athletics.**—It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.~~

~~8.1.—**Separate Teams.**—Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.~~

~~8.2.—**Equal opportunity.**—The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.~~

~~9.—**Certain Different Treatment on the Basis of Sex Permitted.**—Nothing herein shall be construed to prohibit the district from treating persons differently on~~

~~the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.~~

~~**10. Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).~~

~~**10.1. Specific Circumstances.**~~

~~10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.~~

~~10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.~~

~~**11. Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

~~**12. Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).~~

~~**13. Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.~~

~~14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.~~

SUPERIOR PUBLIC SCHOOLS

Superior Middle and High Schools
601 W. 8th St., PO Box 288
Superior, NE 68978-0288

Superior Middle and High Schools 402-879-3257, Ext. 1
Superior Middle and High Schools Fax 855-529-4534

Superior Elementary School
601 W. 8th St., PO Box 288
Superior, NE 68978-0288

Superior Elementary School 402-879-3257, Ext. 2
Superior Elementary School Fax 855-498-1224

Members of Board of Education

Peggy Meyer, President Superior	Matt Sullivan Superior	Brad Biltoft, Secretary Superior
Luke Meyers, Vice Pres. Superior	Krista Tatro Superior	Matt Bargaen Superior

School Administration

Superintendent John Whetzal Superior, NE	Business Manager Kim Williams Morgan Kroeger Superior	Administrative Assistant Sharon Biltoft Superior, NE
Assistant Principal Audrey Parks Ruskin, NE	Secondary Secretary Stacey Shroyer Superior, NE	
Elementary Principal Jodi Fierstein Superior, NE	Elementary Secretary Rebecca Fullerton Superior, NE	

Superior Staff 2024-2025

Elementary Teaching Staff

Emma Fynbu, Kindergarten

Jocelyn Grube, Kindergarten, Asst. MS Basketball

Kara Vetter, Grade 1

Rachel Renz, Grade 1

Abby Vogler, Grade 2, Asst. MS Volleyball

Shaelynn Rothchild, Grade 2

Dana Henry, Grade 3

Tori Schoof, Grade 3

Elizabeth Collins, Grade 4

Nicole Bohling, Grade 4

Judi Roach, Grade 5

Megan Pahl, Grade 5

Tierney Casper, Vocal Music

Gracie Jackson, Vocal Music

Andrew Diehl, Physical Education, Asst HS Football, MS Boys BB, Asst HS Track

Jennifer Utecht, Reading Specialist

Heather Blackstone, Title I

Courtney Baker, Special Education

Courtney Utecht, Special Education, Homebase

Mackenzie Trumble, Speech/Language

Jett Stenson, Speech/Language

Secondary Teaching Staff

Corissa Arickx, Social Science, Asst Drama

Cannon Blauvelt, Physical Education, Asst HS Football, Asst HS Track, Head MS Basketball

Kelsea Blevins, Spanish, Junior Class

Kristene Boyles, Special Education, MS Sponsor

Nathan Breland, Art, Art Club, Freshman Class

Alison Brittenham, Middle School English, Head Speech, Student Council, Junior Class

Cletus Corman, Business

Melinda Duncan, FCS

Christina Ehlers, Math, Head Girls BB, Head MS Track, Freshman Class

Sara Fuller, Business, Library, FBLA

Kara Gilbert, MS/HS Science

Seth Going, Ag Education, FFA, Head Wrestling

Lisa Jameson, Science/Biology/Physiology, Secondary Quiz Bowl

Cindy Mellott, Special Education, Sophomore Class

Audrey Parks, Guidance Counselor, TeamMates, Head HS Volleyball

Nelsen Petersen, Social Science, Cross Country, Bowling, Asst HS Track

Ryan Renz, Math, Head HS Football, Head HS Track, Senior Class

Melissa Schuster, English/Soc Sci/Journalism, Yearbook, Flashlight, Student Council, Senior Class

Sydney Spiegel, MS Science, Asst Speech, Middle School Sponsor

Brent Thomas, Ag Education, FFA, Asst MS Football, MS Wrestling, Asst HS Wrestling, Sophomore Class

Lora Whetzal, HS English

Allison White, Vocal Music, Instrumental Music, Marching Band

Ashley Wulf, Special Education

Support Staff

Christin Ayers, Secondary Special Education Paraprofessional

Logan Christianity, Tech Coordinator

Steph Corman, Athletic/Activities Director, Dance Team, Concessions, S-Club

Bev Czirr, Secondary Special Education Paraprofessional

Danielle Freeman, Elementary Special Education Paraprofessional

Rhonda Freeman, Elementary Library Paraprofessional

Nancy Hass, Elementary Communication Aide

Janice Hatzenbuehler, Elementary Special Education Paraprofessional

Kohl Hiatt, Secondary Special Education Paraprofessional

Melissa Jensen, Secondary Special Education Paraprofessional

Jeanie Keifer, Elementary Special Education Paraprofessional

Teghn Kobza, Elementary Special Education Paraprofessional

Tricia Kuhlmann, Curriculum Director

Megan McMeen, School Nurse

Melissa Mikkelsen, Elementary Special Education Paraprofessional

Audrey Morris, Secondary Special Education Paraprofessional

Secondary Special Education Paraprofessional

Cesar Torres, School Psychologist

21st Century Learning Staff

Angie Ehlers, Project Director

PALLS Preschool Staff

Kara Smith, Teacher

Mary Tietjen, Teacher

Jessica Diehl, Paraeducator, Head HS Volleyball, Asst MS Track

Rebecca Lueking, Paraeducator

Maintenance/Custodial Staff

Cody Fierstein

Missy Erickson

Trey Fierstein

Gwen Mohler

Teresa Richardson

Marlin Rothchild

Cody Warren

Kitchen Staff

Dusty Stevens

Shari Cornelius

Ann Hobson

Shannon Johnson

Transportation Personnel

David Allgood

~~Melanie Griss~~

Sandee Heller

Tammy Imler

Jeff Kimberly

Marlin Rothchild

Katie Young

Non-Teaching Extra Duty Staff

Ryan Henderson (Girls Golf)

Derek Clark (Asst HS Football)

Jerred Ehlers (Asst Bowling)

Jamie Henderson (Elem After School Enrichment)

Derek Hiatt (Asst MS & HS Wrestling)

Sarah Kirchhoff (MS Girls Basketball)

Natalie Meyers (MS Volleyball)

Mike Sander (MS Football)

Trent Siebecker (Head Boys Basketball)

Madi Thomas (Asst MS & HS Wrestling)

Kirk Utecht (Asst Girls Basketball, Boys Golf)

Taran Zoltenko (Asst MS Track)

Danette Benson (Asst Drama)

ACKNOWLEDGMENT OF RECEIPT

I acknowledge that I have received a copy of Superior Public School District's Staff Handbook which includes:

1) the District's drug-free workplace policy statement; staff internet and computer use policy; and

2) my authorization for the District to deduct or withhold from my pay amounts necessary to offset any damages I cause to district property or the value of property or money entrusted to me or owed by me to the unified district during the course of my employment.

I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook. Further, if I have any questions about any provision, I should confer with my supervisor or building principal.

Signature

Date

Superior Teacher Evaluation

Teacher Name: _____

Evaluation Period: _____

Building and Assignment: _____

Name of Evaluator: _____

Teachers serving in their **1st** or **2nd** year must have the evaluation completed no later than the **60th** work day of the fall semester. Additionally, they must have the evaluation completed a second time no later than the **60th** work day of the Spring Semester.

Teachers serving in their **3rd** or **4th** year must have the evaluation completed by **February 15** of each year.

Teachers serving in years **5** and above must complete the evaluation cycle at least once every three years by **February 15** of the year in which they are evaluated.

The teacher should complete the self-evaluation and submit it to his/her supervisor no later than _____.

In years between regularly scheduled evaluations, or at any time deemed necessary by the evaluator, the teacher will develop annual, measurable goals to be reviewed by the teacher and his/her evaluator.

General Practice: During the completion of classroom observations, the evaluator generally will directly observe Domains 2 and 3 and mark the performance categories on the rubrics accordingly. Domains 1 and 4 are generally longitudinally observed and may not always be marked during each observation.

Ratings: Please refer to the evaluation rubrics to determine level of performance to complete the self-evaluation and the supervisor's evaluation of the teacher. As necessary, attach evidence or artifacts to support your level of assessment, especially for levels 1 and 4.

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 1: Planning and Preparation	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Demonstrates Knowledge of Content and Pedagogy			
a: Content and the structure of discipline			
b: Content related pedagogy			
2. Demonstrates Knowledge of Students			
a: Learners and the learning process			
b: Students' skills, knowledge and language proficiency			
c: Students' interests and cultural heritage			
d: Students' special needs			
3. Demonstrates Knowledge of Instructional Design & Assessment			
a: Setting instructional outcomes			
b: Clarity of outcomes			
c: Learning activities			
d: Instructional groups			
e: Design of formative assessments			
f: Feedback to students			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 2: The Classroom Environment	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Establishes the Setting and Culture for Learning			
a: Creating an environment of respect and rapport			
b: Expectations for learning and achievement			
c: Safety and accessibility			
d: Arrangement of furniture and use of physical resources			
2. Manages Classroom Procedures and Student Behavior			
a: Management of instructional groups			
b: Management of transitions			
c: Management of materials and supplies			
d: Expectations			
e: Monitoring of and response to student behaviors			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 3: Instruction	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Communicates with Students and Responds to Their Needs			
a: Expectations for learning			
b: Directions and procedures			
c: Explanations of content			
d: Use of oral and written language			
e: Lesson adjustment			
f: Response to students			
2. Engages Students in Learning			
a: Quality of questions			
b: Discussion techniques			
c: Student participation			
d: Activities and assignments			

e: Grouping of students			
f: Instructional materials and resources			
g: Structure and pacing			

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 4: Professional Responsibilities	Self Assessment	Supervisor Evaluation Fall	Supervisor Evaluation Spring
1. Communicates with Families About Learning			
a: Student completion of assignments and learning progress			
b: Information about students and the instructional program			
c: Engagement of families in the instructional program			
2. Grows and Develops Professionally			
a: Relationships with colleagues			
b: Involvement in a culture of professional inquiry			
c: Reflective practitioner and receptivity to feedback from colleagues			
d: Enhancement of knowledge and pedagogical skill			
3. Shows Professionalism			
a: Integrity and ethical conduct			
b: Decision making			
c: Compliance with school and district regulations			

Domain 5: Multiple Measures of Student Performance

*2 measures are required - 3 are recommended

Measure 1:	M=Met NM = Not Met
Measure 2:	M=Met NM = Not Met
Measure 3:	M=Met NM = Not Met

Summative Evaluation Ratings

Using the 4 Domains Framework, the summative evaluation rating is:	Given the Multiple Measures, the comprehensive summative evaluation rating is:
☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

Employee/Teacher

Date

Evaluator/Supervisor(s)

Date

Note: Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content. Should the employee wish to submit a written rebuttal to any item in this document, it must be submitted to the direct supervisor within 14 calendar days of the date of the signature on this document.

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Domain 1: Planning and Preparation	Self Assessment	Supervisor Evaluation
1. Demonstrates Knowledge of Content and Pedagogy		
a: Content and the structure of discipline		
b: Content related pedagogy		
2. Demonstrates Knowledge of Students		
a: Learners and the learning process		
b: Students' skills, knowledge and language proficiency		
c: Students' interests and cultural heritage		
d: Students' special needs		
3. Demonstrates Knowledge of Instructional Design & Assessment		
a: Setting instructional outcomes		
b: Clarity of outcomes		
c: Learning activities		
d: Instructional groups		
e: Design of formative assessments		
f: Feedback to students		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 2: The Classroom Environment	Self Assessment	Supervisor Evaluation
1. Establishes the Setting and Culture for Learning		
a: Creating an environment of respect and rapport		
b: Expectations for learning and achievement		
c: Safety and accessibility		
d: Arrangement of furniture and use of physical resources		
2. Manages Classroom Procedures and Student Behavior		
a: Management of instructional groups		
b: Management of transitions		
c: Management of materials and supplies		
d: Expectations		
e: Monitoring of and response to student behaviors		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 3: Instruction	Self Assessment	Supervisor Evaluation
1. Communicates with Students and Responds to Their Needs		
a: Expectations for learning		
b: Directions and procedures		
c: Explanations of content		
d: Use of oral and written language		
e: Lesson adjustment		
f: Response to students		
2. Engages Students in Learning		
a: Quality of questions		
b: Discussion techniques		
c: Student participation		
d: Activities and assignments		

e: Grouping of students		
f: Instructional materials and resources		
g: Structure and pacing		

0 = Not Applicable | 1 = Ineffective | 2 = Developing | 3 = Effective | 4 = Highly Effective

Domain 4: Professional Responsibilities	Self Assessment	Supervisor Evaluation
1. Communicates with Families About Learning		
a: Student completion of assignments and learning progress		
b: Information about students and the instructional program		
c: Engagement of families in the instructional program		
2. Grows and Develops Professionally		
a: Relationships with colleagues		
b: Involvement in a culture of professional inquiry		
c: Reflective practitioner and receptivity to feedback from colleagues		
d: Enhancement of knowledge and pedagogical skill		
3. Shows Professionalism		
a: Integrity and ethical conduct		
b: Decision making		
c: Compliance with school and district regulations		

Domain 5: Multiple Measures of Student Performance

*2 measures are required - 3 are recommended

Measure 1:	M=Met NM = Not Met
Measure 2:	M=Met NM = Not Met
Measure 3:	M=Met NM = Not Met

Summative Evaluation Ratings

Using the 4 Domains Framework, the summative evaluation rating is:	Given the Multiple Measures, the comprehensive summative evaluation rating is:
☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

Employee/Teacher

Date

Evaluator/Supervisor(s)

Date

Note: Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content. Should the employee wish to submit a written rebuttal to any item in this document, it must be submitted to the direct supervisor within 14 calendar days of the date of the signature on this document.

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Domain 1 Rubric: Planning and Preparation

1. Demonstrates Knowledge of Content and Pedagogy

Element	Ineffective	Developing	Effective	Highly Effective
a: Content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
b: Content related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

2. Demonstrates Knowledge of Students

Element	Ineffective	Developing	Effective	Highly Effective
a: Learners and the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
b: Students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
c: Students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
d: Students' special needs	Teacher displays little or no understanding of students' special	Teacher displays incomplete or inaccurate awareness of	Teacher is aware of students' special	Teacher possesses information about each student's learning and

	learning or medical needs or why such knowledge is important.	the importance of knowing students' special learning or medical needs.	learning and medical needs.	medical needs, collecting such information from a variety of sources.

3. Demonstrates Knowledge of Instructional Design & Assessment

Element	Ineffective	Developing	Effective	Highly Effective
a: Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
b: Clarity of outcomes	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
c: Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some are moderately challenging, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent are appropriately challenging, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
d: Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
e: Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
f: Feedback to students	Teacher's feedback to students is of poor quality and not	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students

	provided in a timely manner.			make use of the feedback in their learning.

Domain 2 Rubric: The Classroom Environment

1. Establishes the Setting and Culture for Learning

Element	Ineffective	Developing	Effective	Highly Effective
a: Creating an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
b: Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
c: Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
d: Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

2. Manages Classroom Procedures and Student Behavior

Element	Ineffective	Developing	Effective	Highly Effective
a: Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
b: Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
c: Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
d: Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
e: Monitoring of and response to student behaviors	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Monitoring by teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 3 Rubric: Instruction

1. Communicates with Students and Responds to Their Needs

Element	Ineffective	Developing	Effective	Highly Effective
a: Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
b: Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
c: Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
d: Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
e: Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
f: Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

2. Engages Students in Learning

Element	Ineffective	Developing	Effective	Highly Effective
a: Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
b: Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
c: Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
d: Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
e: Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
f: Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only	Instructional materials and resources are suitable to the instructional purposes	Instructional materials and resources are suitable to the instructional purposes and engage students

	or do not engage students mentally.	partially mentally engaged with them.	and engage students mentally.	mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
g: Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Domain 4: Professional Responsibilities

1. Communicates with Families About Learning

Element	Ineffective	Developing	Effective	Highly Effective
a: Student completion of assignments and learning progress	Teacher's system for maintaining information on student completion of assignments and learning progress is in disarray.	Teacher's system for maintaining information on student completion of assignments and learning progress is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective.	Teacher's system for maintaining information on student completion of assignments and learning progress is fully effective. Students participate in maintaining the records.
b: Information about students and the instructional program	Teacher provides minimal information to families about individual students and the instructional program. The communication is inappropriate and/or the teacher does not respond, or responds insensitively, to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to family concerns.	Teacher communicates with families about students' progress and the instructional program on a regular basis and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress and the instructional program, with students contributing. Responses to family concerns are handled with great professionalism and sensitivity.
c: Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

2. Grows and Develops Professionally

Element	Ineffective	Developing	Effective	Highly Effective
a: Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
b: Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
c: Reflective practitioner and receptivity to feedback from colleagues	Teacher is not reflective and resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher is minimally reflective and accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher is reflective and welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher is highly reflective and seeks out feedback on teaching from both supervisors and colleagues.
d: Enhancement of knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

3. Shows Professionalism

Element	Ineffective	Developing	Effective	Highly Effective
a: Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
b: Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

c: Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations.	Teacher complies fully with school and district regulations.	Teacher complies and takes a leadership role with colleagues.

Appendix

Observation Notes / Comments

Goal Setting / Continuous Improvement Planning Document

Domain 1 Planning and Preparation: Notes / Comments

Domain 2 The Classroom Environment: Notes / Comments

Domain 3 Instruction: Notes / Comments

Domain 4 Professional Responsibilities: Notes / Comments

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.

Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 1 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.

Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 2 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date

Goal Setting and Strategies Plan

The employee and supervisor use this worksheet for the development of continuous improvement goals and related strategies for accomplishing the goals.

Use a separate worksheet for each goal and no more than 3 goals should be developed.

Goal 3 Statement:

<u>Strategies</u>	<u>Indicators Of Success</u>	<u>Expected Completion Date</u>

Evaluator Signature/Date

Employee Signature/Date



Superior Public Schools
601 West 8th St.
Superior, NE 68978
402-879-3257
www.superiorwildcats.org
#NebraskaWildcatNation



Instructional & Assessment Practices at Superior Schools

The mission of the Superior Public Schools is to provide a student-centered environment that ensures personal success by developing resilient, healthy, productive citizens through partnerships with families and the community.

TEACHING & LEARNING PRACTICES

A district-approved local curriculum will be used for each course taught at Superior Schools. The curriculum will consist of outcomes and components which are aligned to Nebraska state standards.

District-approved resources will be the primary resource used to teach the district's curriculum.

Research-based instructional practices will be used in all classrooms. Utilization of district-supported instructional strategies to support student growth and proficiency in the curriculum will be a priority.

Teachers will provide a specific learning target for the daily lesson.

Opportunities for intervention and enrichment will be provided to students based on data.

Teachers will check often for understanding. Feedback on student work will be given in a meaningful and timely manner.

"Learning is the constant; time is the variable."

HOMework

Homework is an opportunity for students to practice learned skills and demonstrate their level of understanding. It is used by the teachers to guide instruction and provide feedback to the students about their learning. Teachers are looking for quality, not quantity.

Elementary Teachers will provide meaningful homework that reinforces previously taught concepts and encourages family engagement which averages 10 min/grade level (not to exceed 30 minutes).

Secondary teachers will provide adequate class time to complete assignments. Assignments not completed in class will need to be completed at home. Homework may also be assigned as needed.

Homework performance is not an accurate portrayal of final proficiency or mastery. It's the path to learning. We grade students against standards, not the routes by which they achieve them.

Homework given for the purpose of additional practice will not be included in the student's academic score. Homework is a risk-free chance to experiment and practice with newly acquired skills without penalty.

ASSESSMENT

Teachers will use a variety of methods to measure individual progress and help students track student learning during a unit of instruction. Formative and summative assessments will be used to grade proficiency.

Quizzes or other checks for understanding (formative assessments) may be recorded as evidence of student learning.

REASSESSMENT

Students not demonstrating proficiency will receive additional instruction and practice to improve their learning. Reassessment opportunities will be provided to those students not demonstrating proficiency.

"Learning is the constant; time is the variable."

WHY IS THE DISTRICT STARTING TO USE STANDARDS-REFERENCED GRADING?

Standards-referenced grading provides better communication to students, parents, teachers, and administration on what each student knows and is able to do according to the identified outcomes.

The goal of Superior Public Schools is to improve student learning by reporting grades that are consistent, accurate, meaningful, supportive of learning, and the shift to standards-referenced grading is an effort to reach that goal.

Consistent: For each unit, a teacher will provide a proficiency scale that describes exactly what the student needs to know and do. Proficiency scales establish clear expectations for learning at the beginning of a unit and are referenced consistently throughout the unit and semester.

Accurate: By basing a student's grade solely on academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These factors, such as effort and attitude, are still essential, but are not part of the student's academic grade and are communicated separately.

Meaningful: A meaningful grade is one that clearly communicates what learning has taken place. In a standards-referenced classroom, scores are recorded by the unit outcome rather than by type, such as tests or homework.

Supportive of Learning: This approach supports learning by focusing on the outcome and components that have or have not been learned rather than on accumulating points to reach a certain total. The reassessment policy also supports student learning by allowing new levels of learning to replace old when a student shows improvement on an outcome.

PROFICIENCY SCALES

Proficiency scales are the heart of a standards-referenced grading system because they guide instruction and learning.

Proficiency scales display a progression of learning aligned to grade level outcomes and components. At Superior Public Schools, the following levels are used:

- 4 - Exceeds Expectations (above benchmark)
- 3.5
- 3 - Meets Expectations (benchmark)
- 2.5
- 2 - Approaching Expectations
- 1.5
- 1 - Does Not Meet Expectations



**EXCEEDS
EXPECTATIONS**



**MEETS
EXPECTATIONS**



**APPROACHING
EXPECTATIONS**



**DOES NOT MEET
EXPECTATIONS**

"Learning is the constant; time is the variable."

GRADING PHILOSOPHY AT SUPERIOR PUBLIC SCHOOLS

- All students are consistently held to high academic expectations, which include development of work ethic and social skills.
- Grading practices are fair and manageable, and support effective teaching and learning.
- Grading practices yield grades that are understandable and meaningful, and accurately reflect student learning.
- Teachers exercise professional judgment in their grading practices, using a preponderance of evidence.
- Procedures for grading are supported, monitored, and supervised by the school district.

GRADING PRACTICES

Grading Practice #1:

Only include scores that relate to the achievement of the component.

- Score based on individual achievement, not group score.
- Non-academic factors, which may include cheating, late or missing work, insufficient effort, lack of participation, and negative attitude, are reported separately and do not penalize proof of meeting the component.
- An "I" for insufficient evidence will be given if there is not enough proof which may include missing work, refusal to complete assessments. and will be replaced with a grade once sufficient evidence is provided.

Grading Practice #2:

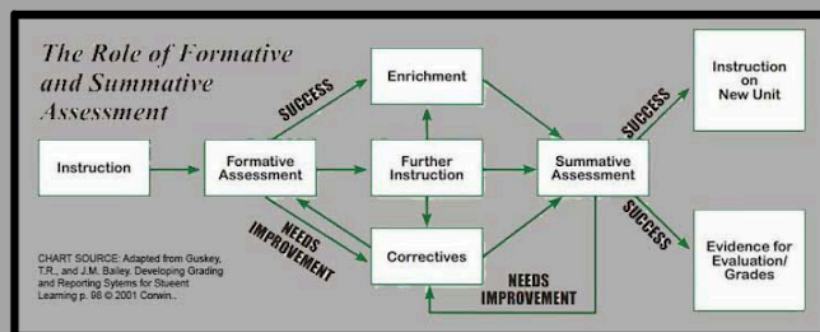
Use a variety of assessment methods to collect evidence of learning and proficiency.

- Evidence should include multiple, varying, validated assessments, which may include paper/pencil, verbal, labs, performance, and electronic measures.

Grading Practice #3:

Use grading and assessment procedures that support learning.

- Formative assessments will occur frequently to provide feedback towards mastery and guide instruction. Not all assessments need to be reported for achievements of components.
- A summative assessment will be given, but will not be the only evidence for a component.



The goal of frequent assessment is to modify learning. Formative assessments are scored and can be recorded but are mainly used to track student learning so that appropriate instruction can be planned. Including students in classroom assessment practices and scoring ensure that the expectations are clear to all, promotes student learning and encourages self assessment and mastery of the standards. Where learning is developmental and will grow with time, repeated practice and assessment provides evidence of progress.

"Learning is the constant; time is the variable."

RECORDING AND REPORTING GRADES

Elementary teachers will record grades in Otus. Formative and summative assessment measures will provide the teacher with pieces of evidence of the student's learning. At the end of an instructional unit a grade will be given, using the district's proficiency scale, for each outcome that was taught. This outcome grade will be reported to parents on the quarterly report card. Parents will also have access to the component grades through their parent account in Otus. Because moving from a traditional percentage report card to a standards-referenced report card is a process, the above grading practices will be fully in place for Math during the 2022-2023 school year. As other subject areas continue through the process of developing proficiency scales and common assessments, they too will be reported as standards-referenced grade. Until then, those subject area grades will continue to be reported in the same manner as previous years.

Secondary teachers will record grades in JMC as a traditional percentage report card. When all secondary courses complete the process of developing proficiency scales and common assessments, they too will transition to standards-referenced grading. Teachers may also use Schoology and Google Classroom to complete assignments.

Data collected on non-academic factors will be reported separately from the students' subject grade. This will be reported quarterly as Learning Attributes and include both areas of character development and skills for learning.

LEARNING ATTRIBUTES

Skills for Learning:

- Positive attitude towards learning
- Follows adult directions
- Demonstrates organizational skills
- Uses work time appropriately
- Stays focused during instruction
- Actively participates in classroom discussions
- Asks for help when needed
- Accepts help when needed

Character Development:

- Demonstrates positive attitude towards self
- Cooperates with others and solves peer conflicts
- Follows school and classroom rules
- Respectful to adults
- Continues to try when things are challenging
- Takes responsibility

"Learning is the constant; time is the variable."

GLOSSARY

Benchmark-expected level of proficiency at grade level

Common Assessment- same assessment that is given and graded by common grade level/subject classrooms at about the same time to collect data

Components- specific concept or skill necessary for students to know or do in order to perform the outcome

Formative Assessment- periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class which may include exit tickets, quizzes, interim assessments, etc.

Learning Targets- learning objective for the day's lesson

Otus- online service that collects and monitors student data K-5

Proficiency scale- a progression of learning aligned to outcomes and components and associated with levels of performance. The proficiency scale provides specific information on what a student must know or do to achieve a particular score. Our district's 4 proficiency levels are:

- **Exceeds expectations**- "I have a deep understanding of the outcome and components and can demonstrate it in multiple ways"
- **Meets expectations**- "I meet the expectations described in the outcome and components and can do them independently"
- **Approaches expectations**- "I'm getting close to meeting expectations and can do simpler parts independently"
- **Does Not Meet expectations**- "I still need help and support from my teacher to do the simpler parts"

Reassessment- opportunity to assess again over a learning outcome

Standards/Outcomes- statement that describes what and/or how well students are expected to understand and perform

Summative/Outcome Assessment- a test, such as a unit test, that measures the student's knowledge or skills on the subject matter that has been taught

Supporting Resources

Sheridan County School District #1- Standards Referenced Grading Handbook for Teachers, 2018.

Excelsior Springs School District 40 Assessment and Grading Handbook, 2011.

Curriculum Leadership Institute "Gray Binder," 2022.

Shimmer, Tom. Grading from the Inside Out. Blomington, IN: Solution Tree Press, 2016.

Preliminary Plat

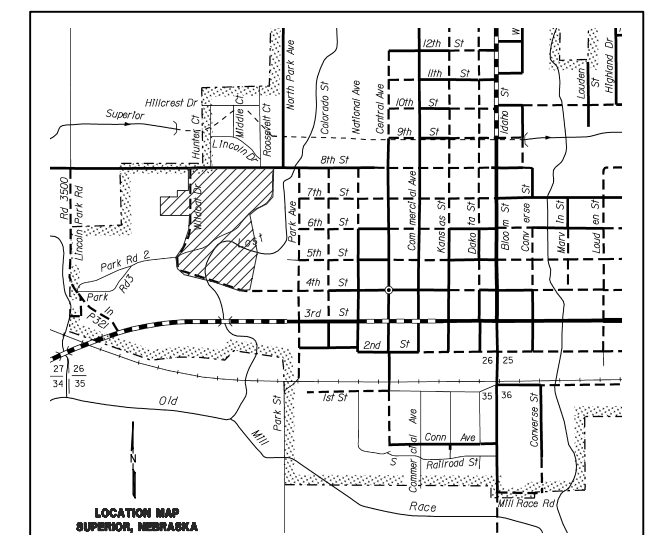
A north arrow pointing upwards and a scale bar labeled "SCALE IN FEET" with markings at 0, 50, 100, and 200.

LEGEND

- ▲ = SECTION CORNERS FOUND
 ● = CORNERS FOUND
 + = TEMPORARY POINTS
 ○ SET 5/8" REBAR W/ CAP
 (P) = PLATTED DISTANCES
 (R) = RECORDED DISTANCES
 (D) = DEEDED DISTANCES
 (M) = MEASURED DISTANCES
 ----- = ORIGINAL BOUNDARY LINE
 ----- DHE ----- = OVERHEAD ELECTRIC LINE
 ----- UGE ----- = UNDERGROUND ELECTRIC LINE
 ⚡ = POWER OR TELEPHONE POLE
 ⚡ = LIGHT POLE
 ⚡ = ELECTRIC TRANSFORMER OR
 ⚡ = GUY ANCHOR
 ----- UGT ----- = UNDERGROUND TELEPHONE LINE
 ----- UGTV ----- = UNDERGROUND CABLE TV LINE
 ○ = TELEPHONE PEDESTAL
 ■ = GAS METER
 ----- G ----- = GAS LINE
 ----- F ----- = FENCE
 ⚡ = SIGN
 ----- W ----- = WATER LINE
 ⚡ = FIRE HYDRANT
 ⚡ = WATER VALVE
 ----- Sstn ----- = STORM SEWER LINE
 ----- San ----- = SANITARY SEWER LINE
 ⊗ = MANHOLE
 ----- = PROPOSED SCHOOL ADDITION

CENTERLINE CURVE DATA						
NUMBER	DELTA	CHORD DIRECTION	TANGENT	RADIUS	ARC LENGTH	CHORD LENGTH
C1	26°29'15"	N 13°20'22" E	47.07	200.00	92.46	91.64
C2	97°16'54"	S 22°03'28" E	113.59	100.00	169.79	150.12
C3	19°27'35"	S 80°25'42" E	102.88	600.00	203.78	202.80
C4	55°15'30"	N 27°51'19" E	104.69	200.00	192.89	185.50
C5	19°06'03"	S 45°56'02" W	33.65	200.00	66.67	66.37
C6	30°46'05"	N 51°46'03" E	55.03	200.00	107.40	106.12
C7	19°39'05"	S 57°19'33" W	34.64	200.00	68.60	68.26
C8	24°27'43"	N 59°43'52" E	43.35	200.00	85.39	84.74

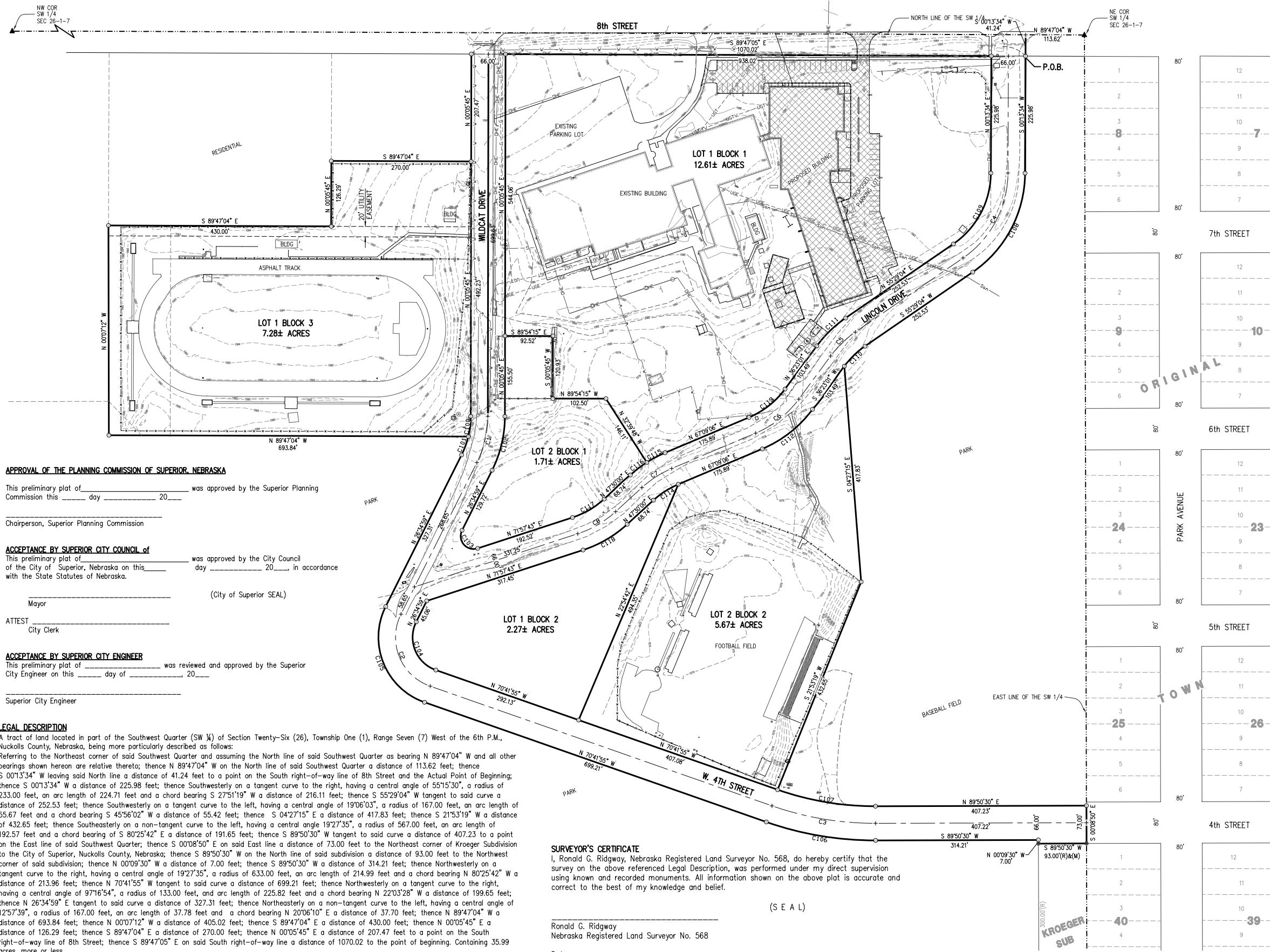
LOT CURVE DATA						
NUMBER	DELTA	CHORD DIRECTION	TANGENT	RADIUS	ARC LENGTH	CHORD LENGTH
C100	13°31'36"	N 06°51'33" E	19.81	167.00	39.43	39.33
C101	12°57'39"	N 20°06'10" E	18.87	167.00	37.78	37.70
C102	26°29'15"	N 13°20'22" E	54.84	233.00	107.71	106.76
C103	13°34'31"6"	S 40°43'39" E	59.80	25.00	58.74	46.13
C104	97°16'54"	S 22°03'28" E	76.11	137.00	113.76	100.58
C105	97°16'54"	S 22°03'28" W	151.08	133.00	225.82	199.65
C106	19°27'35"	N 80°25'42" W	108.54	633.00	214.99	213.96
C107	19°27'35"	S 80°25'42" E	97.22	562.00	192.57	191.65
C108	55°15'30"	S 27°51'19" W	121.96	233.00	224.71	216.11
C109	55°15'30"	N 27°51'19" E	87.41	167.00	161.06	154.89
C110	19°06'03"	S 45°56'02" W	28.10	167.00	55.67	55.42
C111	19°06'03"	N 45°56'02" E	39.20	233.00	77.68	77.32
C112	30°46'06"	N 51°46'03" E	64.11	233.00	125.12	123.62
C113	30°46'06"	S 51°46'03" E	45.95	167.00	89.68	88.61
C114	19°39'05"	S 57°19'33" W	28.92	167.00	57.28	57.00
C115	09°48'54"	S 62°14'39" W	20.01	233.00	39.91	39.86
C116	09°50'12"	S 52°25'06" W	20.05	233.00	40.00	39.95
C117	24°27'43"	N 59°43'52" E	36.20	167.00	71.30	70.76
C118	24°27'43"	S 59°43'52" E	50.51	233.00	99.48	98.72



1111 CENTRAL AVENUE
KEARNEY, NE 68847-6833
Tel: 308-234-6456
Fax: 308-234-1146

SHEET 1 OF 1 SHEETS

NW COR
SW 1/4
SEC 26-1-7



APPROVAL OF THE PLANNING COMMISSION OF SUPERIOR, NEBRASKA

This preliminary plat of _____ was approved by the Superior Planning Commission this _____ day _____ 20____

Chairperson, Superior Planning Commission

ACCEPTANCE BY SUPERIOR CITY COUNCIL of

This preliminary plat of _____ was approved by the City Council
of the City of Superior, Nebraska on this _____ day _____ 20____, in accordance
with the State Statutes of Nebraska.

Mayor

ATTEST _____
City Clerk

ACCEPTANCE BY SUPERIOR CITY ENGINEER

ACCEPTANCE BY SUPERIOR CITY ENGINEER
This preliminary plat of _____ was reviewed and approved by the Superior
City Engineer on this _____ day of _____, 20____

LEGAL DESCRIPTION

A tract of land located in part of the Southwest Quarter (SW $\frac{1}{4}$) of Section Twenty-Six (26), Township One (1), Range Seven (7) West of the 6th P.M., Nuckolls County, Nebraska, being more particularly described as follows:

Referring to the Northeast corner of said Southwest Quarter and assuming the North line of said Southwest Quarter as bearing N 89°47'04" W and all other bearings shown hereon are relative thereto; thence N 89°47'04" W on the North line of said Southwest Quarter a distance of 113.62 feet; thence S 0°13'34" W leaving said North line a distance of 41.24 feet to a point on the South right-of-way line of 8th Street and the Actual Point of Beginning; thence S 0°13'34" W a distance of 225.98 feet; thence Southwesterly on a tangent curve to the right, having a central angle of 55°15'30", a radius of 233.00 feet, an arc length of 224.71 feet and a chord bearing S 27°51'19" W a distance of 216.11 feet; thence S 55°29'04" W tangent to said curve a distance of 252.53 feet; thence Southwesterly on a tangent curve to the left, having a central angle of 19°06'03", a radius of 167.00 feet, an arc length of 55.67 feet and a chord bearing S 45°56'02" W a distance of 55.42 feet; thence S 04°27'15" E a distance of 417.83 feet; thence S 21°53'19" W a distance of 432.65 feet; thence Southeasterly on a non-tangent curve to the left, having a central angle 19°27'35", a radius of 567.00 feet, an arc length of 192.57 feet and a chord bearing of S 80°25'42" E a distance of 191.65 feet; thence S 89°50'30" W tangent to said curve a distance of 407.23 to a point on the East line of said Southwest Quarter; thence S 00°08'50" E on said East line a distance of 73.00 feet to the Northeast corner of Kroeger Subdivision to the City of Superior, Nuckolls County, Nebraska; thence S 89°50'30" W on the North line of said subdivision a distance of 93.00 feet to the Northwest corner of said subdivision; thence N 00°09'30" W a distance of 7.00 feet; thence S 89°50'30" W a distance of 314.21 feet; thence Northwesterly on a tangent curve to the right, having a central angle of 19°27'35", a radius of 633.00 feet, an arc length of 214.99 feet and a chord bearing N 80°25'42" W a distance of 213.96 feet; thence N 70°41'55" W tangent to said curve a distance of 699.21 feet; thence Northwesterly on a tangent curve to the right, having a central angle of 97°16'54", a radius of 133.00 feet, and arc length of 225.82 feet and a chord bearing N 22°03'28" W a distance of 199.65 feet; thence N 26°34'59" E tangent to said curve a distance of 327.31 feet; thence Northeasterly on a non-tangent curve to the left, having a central angle of 12°57'39", a radius of 167.00 feet, an arc length of 37.78 feet and a chord bearing N 20°06'10" E a distance of 37.70 feet; thence N 89°47'04" W a distance of 693.84 feet; thence N 00°07'12" W a distance of 405.02 feet; thence S 89°47'04" E a distance of 430.00 feet; thence N 00°05'45" E a distance of 126.29 feet; thence S 89°47'04" E a distance of 270.00 feet; thence N 00°05'45" E a distance of 207.47 feet to a point on the South right-of-way line of 8th Street; thence S 89°47'05" E on said South right-of-way line a distance of 1070.02 to the point of beginning. Containing 35.99 acres, more or less.

SURVEYOR'S CERTIFICATE

I, Ronald G. Ridgway, Nebraska Registered Land Surveyor No. 568, do hereby certify that the survey on the above referenced Legal Description, was performed under my direct supervision using known and recorded monuments. All information shown on the above plat is accurate and correct to the best of my knowledge and belief.

Ronald G. Ridgway
Nebraska Registered Land Surveyor No. 568

Date _____

(S E A L)

DOCT 25, 2010 * 15:20:06 Location: G:\Projects\242\242-Is\2010\242-IS-069-10 School Subdivision\Prelim Sub - Superior School.dwg

Final Plat

[illegible]

CENTERLINE CURVE DATA						
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SURVEYOR'S CERTIFICATE
I, Ronald G. Ridgway, Nebraska Registered Land Surveyor No. 568, do hereby certify that the survey on the above referenced Legal Description, was performed under my direct supervision using known and recorded monuments. All information shown on the above plat is accurate and correct to the best of my knowledge and belief.

Ronald G. Ridgway
Nebraska Registered Land Surveyor No. 568

Date _____

WILDCAT SUBDIVISION
Final Plat
A tract of land being part of the Southwest Quarter (SW1/4) of
Section Twenty-Six (26), Township One (1) North, Range Seven (7) West
of the Sixth Principal Meridian, Nuckolls County, Nebraska

LEGAL DESCRIPTION

A tract of land located in part of the Southwest Quarter (SW ¼) of Section Twenty-Six (26), Township One (1), Range Seven (7) West of the 6th P.M., Nuckolls County, Nebraska, being more particularly described as follows:
Referring to the Northeast corner of said Southwest Quarter and assuming the North line of said Southwest Quarter as bearing N 89°47'04" W and all other bearings shown hereon are relative thereto; thence N 89°47'04" W on the North line of said Southwest Quarter a distance of 113.62 feet; thence S 00°13'34" W leaving said North line a distance of 41.24 feet to a point on the South right-of-way line of 8th Street and the Actual Point of Beginning; thence S 00°13'34" W a distance of 225.98 feet; thence Southwesterly on a tangent curve to the right, having a central angle of 55°15'30", a radius of 233.00 feet, an arc length of 224.71 feet and a chord bearing S 27°51'19" W a distance of 216.11 feet; thence S 55°29'04" W tangent to said curve a distance of 252.53 feet; thence Southwesterly on a tangent curve to the left, having a central angle of 19°06'03", a radius of 167.00 feet, an arc length of 55.67 feet and a chord bearing S 45°56'02" W a distance of 55.42 feet; thence S 04°27'15" E a distance of 417.83 feet; thence S 21°53'19" W a distance of 432.65 feet; thence Southwesterly on a non-tangent curve to the left, having a central angle 19°27'55", a radius of 567.00 feet, an arc length of 192.57 feet and a chord bearing of S 80°25'42" E a distance of 191.65 feet; thence S 89°50'30" W tangent to said curve a distance of 407.23 to a point on the East line of said Southwest Quarter; thence S 00°08'50" E on said East line a distance of 73.00 feet to the Northeast corner of Roeper Subdivision to the City of Superior, Nuckolls County, Nebraska; thence S 89°30'30" W on the North line of said subdivision a distance of 93.00 feet to the Northwest corner of said subdivision; thence N 00°09'30" W a distance of 7.00 feet; thence S 89°30'30" W a distance of 314.21 feet; thence Northwesterly on a tangent curve to the right, having a central angle of 19°27'35", a radius of 633.00 feet, an arc length of 214.99 feet and a chord bearing N 80°25'42" W a distance of 213.96 feet; thence N 70°41'55" W tangent to said curve a distance of 699.21 feet; thence Northwesterly on a tangent curve to the right, having a central angle of 97°16'54", a radius of 133.00 feet, and arc length of 225.82 feet and a chord bearing N 22°03'28" W a distance of 199.65 feet; thence N 26°34'59" E tangent to said curve a distance of 327.31 feet; thence Northwesterly on a non-tangent curve to the left, having a central angle of 12°57'39", a radius of 167.00 feet, an arc length of 37.78 feet and a chord bearing N 20°06'10" E a distance of 37.70 feet; thence N 89°47'04" W a distance of 693.94 feet; thence N 00°07'12" W a distance of 405.02 feet; thence S 89°47'04" E a distance of 430.00 feet; thence N 00°05'45" E a distance of 126.29 feet; thence S 89°47'04" E a distance of 270.00 feet; thence N 00°05'45" E a distance of 207.47 feet to a point on the South right-of-way line of 8th Street; thence S 89°47'05" E on said South right-of-way line a distance of 1070.02 to the point of beginning. Containing 55.59 acres, more or less.

APPROVAL OF THE PLANNING COMMISSION OF SUPERIOR, NEBRASKA

This final plot of _____ was approved by the Superior Planning Commission this _____ day _____, 20____.

Chairperson, Superior Planning Commission _____

ACCEPTANCE BY SUPERIOR CITY COUNCIL OF

This final plot of _____ was approved by the City Council of the City of Superior, Nebraska on this _____ day _____, 20____, in accordance with the State Statutes of Nebraska.

Mayor _____ (City of Superior SEAL)

ATTEST _____
City Clerk _____

ACCEPTANCE BY NUCKOLLS COUNTY REGISTER OF DEEDS

Recorded on this _____ day of _____, 20____.

Nuckolls County Register of Deeds _____ (STAMP including book and Page)

REVIEW OF NUCKOLLS COUNTY SURVEYOR

This plot of _____ was reviewed by the office of Nuckolls County Surveyor on this _____ day of _____, 20____.

Nuckolls County Surveyor _____ (SEAL)

COUNTY TREASURER'S CERTIFICATIONS

This is to certify that I find no regular or special taxes due or delinquent against the property described in the Surveyor's Certificate and embraced in this plat as shown by the records of this office.

County Treasurer _____	Date _____
	(SEAL)

OWNERS CERTIFICATION

I/we the undersigned _____ owner(s) of the real estate shown and (names) described herein, do hereby certify that I/we have laid out, platted and subdivided, and do hereby lay out, plat and subdivided, said real estate in accordance with this plat.

This subdivision shall be known and designated as Wildcat Addition, on addition to the City of Superior, Nebraska. All Streets and alleys shown and not heretofore dedicated are hereby dedicated to the public unless specifically noted herein. Other public lands shown and not heretofore dedicated are hereby reserved for public use.

Clear title to the land contained in this plat is guaranteed. Any encumbrances or special assessments are explained as follows: _____

There are strips of ground shown or described on this plat and marked easement, reserved for the use of public utilities and subject to the paramount right of utility or City to install, repair, replace and maintain its installations.

(Additional covenants or restrictions and enforcement provisions therein may be inserted here or attached to the plat.)

Signature _____ Signature _____

Print Name _____ Print Name _____

Title _____ Title _____

ACKNOWLEDGE OF NOTARY

STATE OF NEBRASKA
COUNTY OF NUCKOLLS

On the _____ day, of _____, 20____, before me, the undersigned Notary Public, duly commissioned and qualified in a for said county approved known by me to be the identical person whose name is affixed to the dedication on this plat and acknowledge the execution thereof to be his/her voluntary act and deed as said _____.

WITNESS my hand and Notarial Seal the day and year last above mentioned.

Notary Public _____ (SEAL)

ACKNOWLEDGE OF NOTARY

STATE OF NEBRASKA
COUNTY OF NUCKOLLS

On the _____ day, of _____, 20____, before me, the undersigned Notary Public, duly commissioned and qualified in a for said county approved known by me to be the identical person whose name is affixed to the dedication on this plat and acknowledge the execution thereof to be his/her voluntary act and deed as said _____.

WITNESS my hand and Notarial Seal the day and year last above mentioned.

Notary Public _____ (SEAL)



1111 CENTRAL AVENUE
KEARNY, NE 68847-6833
Tel: 308-234-6456
Fax: 308-234-1146



SUPERIOR PUBLIC SCHOOLS

HOME OF THE WILDCATS

ATHLETICS

Board Meeting 7-15-24 Agenda for Athletic & Activities:

- F1 Events
- Coaching Staff
- Event Calendars
- Summer Weight Room Numbers



SUPERIOR PUBLIC SCHOOLS

HOME OF THE WILDCATS

Superintendent Report

July 2024 BOE Meeting

1. Facility upgrades and repairs are scheduled to be completed by the beginning of school. The retiling of the floor into the competition gymnasium is tentatively scheduled to begin sometime next week, depending on when materials are delivered.
2. As of Thursday, July 10th, general fund spending was \$188,234.77 less than last year. That gap will close some because of expenditures like the parking lot and rooftop, but we are looking to close the year by spending less than last year overall in the General Fund.
3. Carl and I are now at the point in the budget where we enter line item amounts for next year. I remain optimistic about it but cannot give exact scenarios until we get valuations and other numbers from the state and county. However, we are well ahead of schedule in completing it, and it is an improved outlook unless something unexpected arises.
4. Except for needing a paraprofessional, we will be fully staffed K-12 to begin the year, pending your approval of new staff tonight. We are fortunate, but many districts are not.
5. Early estimates show overall enrollment numbers to be up.
6. The daycare has hired a director and assistant director and is interviewing applicants. Construction will likely delay the anticipated opening a month, putting it towards the end of August, but it has forward momentum. Krista and Peggy have done an incredible job getting all of this started. Brodstone and the City of Superior have also been tremendous to work with. I hope this is a positive for all three entities and community members.
7. I would like to set up a meeting with all applicable committees before the start of school to ensure we are all moving forward with the same information.
8. New teachers will be in the building this week, and I will likely start sending letters and schedules to staff throughout the week.

5001

Compulsory Attendance and Excessive Absenteeism

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend an exempt school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending exempt schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student (a physician's verification is required after four (4) consecutive days of absence for illness)
2. Severe weather
3. Medical appointments for the student
4. Death or serious illness of the student's family member

5. Attending a funeral, wedding or graduation
6. Appearance at court or for other legal matters
7. Observance of religious holidays of the student's own faith
8. College planning visits
9. Personal or family vacations

Excessive Absenteeism

When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer may file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, the Attendance Officer may file a report with the appropriate county attorney.

Adopted on: June 11, 2018
Revised on: June 10, 2024
Reviewed on: December 13, 2021