

**SCRIBNER-SNYDER BOARD POLICY MANUAL**

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Community/Educational Agency Relations**

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## PRINCIPLES AND OBJECTIVES FOR COMMUNITY RELATIONS

Successful education programs require the support of the school district community. The board addresses the importance of the role of the school district community in the school district in this series of the policy manual. The board recognizes this support is dependent on the school district community's understanding of participation in the efforts, goals, problems and programs of the school district.

In this section, the board sets out its policies defining its relationship with the school district community. In striving to obtain the support of the school district community, the board will:

- Provide access to school district records;
- Inform the school district community of the school district's goals, objectives, achievements, and needs;
- Invite the input of the school district community; and,
- Encourage cooperation between the school district and the school district community.

## DISTRICT ANNUAL REPORT

The superintendent or designee shall annually prepare a written report informing the public of the following areas of district characteristics and student achievement results:

- Student demographics, including enrollment by grade and site, number of students receiving free or reduced meals and number of special education students.
- District financial information including levy, total budget, valuation per pupil, per pupil costs and local, state and federal revenue.
- Student academic performance including results of standardized tests, average g.p.a. for elementary and secondary students, graduation rates and dropout rates.

The annual report shall be communicated to the public by one or more methods that ensure adequate distribution of the report.

Legal Reference:           NDE Rule 10.005.02  
                                  NDE Rule 10.010.01

Cross Reference:         1001 Principles and Objectives for Community Relations  
                                  1004 Press, Radio and Television News Media  
                                  1005 Public Participation in the School District

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## PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

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

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

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

Persons wanting copies may be assessed a fee for the copies not to exceed the actual costs. If the estimated cost of the records exceeds \$50.00, the office will obtain an advance deposit equal to the estimated cost. Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the administration office.

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

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

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## MEDIA RELATIONS

The board recognizes the value of and supports open, fair and honest communication with the news media. The board will maintain a cooperative relationship with the news media. As part of this cooperative relationship, the board and the media will develop a means for sharing information while respecting each party's limitations.

Members of the news media are encouraged and welcome to attend open board meetings. The board president shall be the spokesperson for the board, and the superintendent shall be the spokesperson for the school district. It shall be the responsibility of the board president and superintendent to respond to inquiries from the news media about the school district.

Members of the news media seeking information about the school district shall direct their inquiries to the superintendent. The superintendent shall accurately and objectively provide the facts and board positions in response to inquiries from the news media about the school district.

## PUBLIC COMPLAINTS

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner that frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

The board, consistent with its board policy-making role, will deal with complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 403.05 and 504.01 respectively.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, any complainant wishing to appeal to the board shall appeal in writing. However, the board will only directly consider appeals dealing with policies, procedures and programs. Any complaints involving employee issues will be passed on to the board's legal counsel to determine whether district policies and procedures were followed by the administrator in attempting to resolve the conflict.

Cross Reference:                   204.12 Public Participation at Board Meetings  
  403.05 Public Complaints about Employees  
  504.01 Student Due Process Rights  
  606.03 Objection to Instructional Materials

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Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of Scribner-Snyder Community Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Scribner-Snyder Community Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Scribner-Snyder Community Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** Scribner-Snyder Community Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Scribner-Snyder Community Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, constitutes harassment when they

unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

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

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Scribner-Snyder Community Schools.



- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)  
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.  
 Neb. Rev. Stat. § 79-2,115, et seq

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## PARENTAL INVOLVEMENT IN THE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

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

## Instruction

### Title I Parental and Family Involvement Policy

This Parental and Family Involvement Policy is established in compliance with Title I. [Name] Public Schools has a parental and family involvement policy applicable to parents and family members of all children. The parental and family involvement policy applicable to parents and family members of all children is not replaced by this Title I Parental and Family Involvement Policy and shall continue to be applicable to all parents and family members, including parents and family members participating in Title I programs.

It is the policy of [Name] Public Schools to implement programs, activities, and procedures for the involvement of parents and family members in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

### Expectations for Parental Involvement

It is the expectation of [Name] Public Schools that parents and family members of participating children will have opportunities available for parental and family involvement in the programs, activities, and procedures of the District's Title I program. The term "parental and family involvement" means the participation of parents and family in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents and family members play an integral role in assisting their child's learning; (B) that parents and family members are encouraged to be actively involved in their child's education at school; (C) that parents and family members are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental and family involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents and family members in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
- C. Building the schools', parents' and family's capacity for strong parental and family involvement.

- D. Coordinating and integrating parental and family involvement strategies under Title I with parental and family involvement strategies under other programs.
- E. Conducting, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents and family members in Title I programs, with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental and family involvement policies of the District.
- F. Involving parents and family members in the activities of the schools served under Title I.

#### Policy Involvement

Each school served under the Title I program shall:

- A. Convene an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation under the Title I program and to explain the requirements of the Title I program.
- B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental and family involvement in such meetings by offering transportation, child care, or home visits.
- C. Involve parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- D. Provide parents and family members of participating children—(1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- E. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents and family members of participating children, submit any parental or family members' comments on the plan when the school makes the plan available to the District.

#### Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental and family involvement policy, each school served under the Title I program shall jointly develop with parents and family members for all children served under the Title I program a school-parent compact that outlines how parents, family members, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents and family members will build and develop a partnership to help children achieve the State's high standards. Such compact shall—(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent and family will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers, parents and family members on an ongoing basis through, at a minimum—(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (B) frequent reports to parents and family members on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

#### Building Capacity for Involvement

To ensure effective involvement of parents and family members and to support a partnership among the District, parents, family members, and the community to improve student academic achievement, each school participating in the Title I program and the District—(1) shall provide assistance to participating parents and family members, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental and family member involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent and family programs, and build ties between parents, family members and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent and family involvement programs and activities with Head Start, Reading First,

Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent and family resource centers, that encourage and support parents and family members in more fully participating in the education of their children; (5) shall ensure that information related to school and parent and family programs, meetings, and other activities is sent to the parents and family members of participating children in a format, and to the extent practicable, in a language the parents and family members can understand; (6) may involve parents and family members in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental and family involvement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions; (9) may train parents and family members to enhance the involvement of other parents and family members; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents and family members who are unable to attend such conferences at school, in order to maximize parental and family involvement and participation; (11) may adopt and implement model approaches to improving parental and family involvement; (12) may establish a district-wide parent and family advisory council to provide advice on all matters related to parental and family involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent and family involvement activities; and (14) shall provide such other reasonable support for parental and family involvement activities under Title I as parents and family members may request.

#### Accessibility

In carrying out the parental and family involvement activities for this Title I Parental and Family Involvement policy, the District shall provide full opportunities for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

#### Use, Distribution, and Updating of this Policy

This Title I Parental and Family Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents and family members of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and family members and the school.

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



## COMMUNITY RELATIONS GOALS

The school-community relations program is a responsibility of both the Board of Education and the total school staff. Within the bounds of legal and ethical responsibilities to pupils, the school district will attempt to keep the community well informed about the operations and needs of the school district. The school district recognizes the necessity of involving citizens in the work of the schools and of two-way communications with the schools' internal and external publics.

The board will work closely with school district-community groups, including, but not limited to, the booster club and parent-teacher organizations. The Board expects all district staff to demonstrate commitment to the involvement of parents and community members in education.

Prior to any purchase of, or fund raising for, goods or services for the school district, the group shall confer with the superintendent to assist the group in purchasing goods or services to meet the school district's needs.

Funds raised by these groups for the school district may be kept as part of the accounts of the school district.

It shall be the responsibility of the building principal to be the liaison with the school district-community groups affiliated with the building principal's attendance center.

## COMMUNITY RESOURCE PERSONS AND VOLUNTEERS

The board recognizes the valuable resource it has in the members of the school district community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Special lecturers, when qualified in their subjects, may be requested to speak before classes and assemblies of students of the schools. Those requiring payment must be approved by the superintendent in advance and shall be paid from district funds.

Recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage or recognition of school district volunteers are responsibilities of the superintendent.

## VISITORS TO SCHOOL

The Board encourages parents and other district citizens to visit the school and classrooms at any time to observe the work of students, teachers and other employees. All visitors, which includes persons other than employees or students, must notify the principal of their presence in the facility upon arrival and request authorization to visit elsewhere in the building.

Persons who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. Teachers and other employees shall not take time from their duties to discuss matters with visitors.

Visitors shall conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises. The board and administration will not tolerate any person or persons whose presence disturbs classes or school activities or hinders the instructional process. Children who wish to visit school must be accompanied by a parent or responsible adult.

It shall be the responsibility of employees to report inappropriate conduct. It shall be the responsibility of the superintendent and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available, a school district employee shall act to cease the inappropriate conduct.

The Board discourages using the school as a site for parents without custody to visit their children. The principal may deny the parent without custody the opportunity to deliver packages, gifts, messages, etc., to the child and/or to see the child during the school day without the approval of the custodial parent or legal guardian. In this paragraph, "without custody" means the parent lacks joint legal custody under Nebraska law.

The district may restrict the use of its buildings and grounds or restrict access to school property by issuing no trespassing commands and/or stay away/no trespassing letters when deemed necessary by the superintendent when any individual or group:

1. is determined to present a risk to the safety of others,
2. presents a disruption to the learning environment,
3. fails to follow proper check-in and identification procedures, or
4. does not have a legitimate purpose to be present on school grounds or activities.

In the event a person prohibited by this or other board policies is on district property or is attending a district-sponsored event, the superintendent or building principal will tell the person he or she must leave and will notify the person they are not permitted back on

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district property, except if their presence is required by the district. The superintendent or building principal may contact the proper legal authorities if necessary to enforce this policy and may file a report or sign a complaint on behalf of the district.

Legal Reference: Neb. Statute 79-8,100

Cross Reference: 1004 Press, Radio and Television News Media

## PUBLIC CONDUCT ON SCHOOL PREMISES

No person on district property will:

- Injure or threaten to injure another;
- Damage the property of another or of the district;
- Violate parking regulations;
- Drive a vehicle in an unsafe manner;
- Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the Board, superintendent, principal or other authorized administrator;
- Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials;
- Possess an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in law and Board policy;
- Consume, sell, give or deliver unlawful drugs including drug paraphernalia and alcoholic beverages;
- Smoke or use tobacco products;
- Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;
- Willfully violate other district rules and regulations designed to maintain public order on school property.

Spectators are permitted to attend extracurricular activities only as guests of the school district, and, accordingly as a condition of such permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the extracurricular activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but embarrassing to the students, the school district and the entire community.

To protect the rights of students to participate without fear of interference, and to permit the sponsors and officials of extracurricular activities to perform their duties without interference, the following provisions are in effect:

- Abusive, verbal or physical conduct of spectators directed at participants, officials or sponsors of extracurricular activities or at other spectators will not be tolerated.

- Verbal or physical conduct of spectators that interferes with the performance of students, officials or sponsors of extracurricular activities will not be tolerated.
- The use of vulgar or obscene language directed at students, officials or sponsors participating in an extracurricular activity or at other spectators will not be tolerated.

If a spectator at an extracurricular activity becomes physically or verbally abusive, uses vulgar or obscene language, or in any way impedes the performance of an activity, the spectator may be removed from the event by the individual in charge of the event and the superintendent may recommend the exclusion of the spectator at future extracurricular activities.

Upon recommendation of the superintendent, the board shall cause a notice of exclusion from extracurricular activities to be sent to the spectator involved. The notice shall advise the spectator of the school district's right to exclude the individual from school district activities and events and the duration of the exclusion. If the spectator disobeys the school district's order, law enforcement authorities will be contacted and asked to remove the spectator. If a spectator has been notified of exclusion and thereafter attends an extracurricular activity, the spectator shall be advised that his/her attendance will result in prosecution.

Persons having no legitimate purpose or business on district property or violating or threatening to violate the above rules may be ejected from the premises and/or referred to law enforcement officials.

Cross Reference:     506     Student Activities  
                          903.08 Vandalism  
                          1006    Use of District Facilities and Equipment

Approved: May 2012   Reviewed: September 2014   Revised \_\_\_\_\_

## VOLUNTEERS IN THE SCHOOLS

The use of volunteers within the school program enhances the educational process both for students and for the community. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons for the district who have expertise in various areas.

Building principals shall make the final determination whether an interested community member will serve as a volunteer. The safety and well being of the students, staff and volunteers of the district is the chief concern. Therefore, the district may conduct criminal background checks on all volunteers who work directly with and/or have access to students. Background checks, if completed, will be conducted prior to the first time the individual volunteers work with the students and the district reserves the right to conduct additional background checks periodically thereafter.

School volunteers shall be expected to abide by all applicable laws, district policies and administrative procedures when performing their responsibilities. All district employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervision provided by the building principal/administrators.

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

## COMMUNITY USE OF SCHOOL DISTRICT BUILDINGS, SITES AND EQUIPMENT

The board will allow community groups to use school facilities for civic, educational, cultural or recreational purposes. All school activities will take precedence over other use of school facilities. The use of school facilities will be limited to those groups drawing their membership predominately from within the district boundaries. The superintendent will be responsible for approving and scheduling the use of school facilities by the public. Groups or organizations not following the rules and regulations so designated are subject to denial of the use of the facility for future activities. Such use will be permitted only when the use does not interfere with or disrupt the education program or a school-related activity, the use is consistent with state law, and will end no later than midnight. It is within the discretion of the board to selectively allow for-profit entities to use school district facilities, sites and equipment on a fee basis. The fees established shall be consistent with the fee schedule in policy 705.02 (Usage Fees, Admissions and Royalties). It shall be within the discretion of the superintendent to allow use of school district facilities, sites and equipment on Sundays or holidays.

Those who wish to use school district facilities, sites or equipment must apply at the superintendent's office. It shall be the responsibility of the superintendent to determine whether the school district facility or equipment requested is available and whether the application for use meets board policy and administrative regulations. It shall be the responsibility of the superintendent to provide application forms, obtain proof of insurance, and draw up the contract (when required) for use of school district facilities, sites and equipment.

A school district employee shall supervise use of school district facilities, sites and equipment by entities unless special prior arrangements are made with the superintendent. The school district employee shall not accept a fee from the entity using school district facilities and equipment. If appropriate, the school district employee will be paid by the school district.

Persons or groups that use school district buildings or sites must leave the building or site in the same condition it was in prior to its use. Anyone allowed to use school district equipment must return the equipment in the same working condition it was in prior to its use. Inappropriate use of school district facilities, sites or equipment may result in additional fees charged to, or the inability of, the entity to use school district facilities, sites or equipment in the future.

Legal Reference: Good News Club v. Milford  
Cross Reference: 705.02 Usage Fees, Admissions and Royalties  
904.02 Lease, Sale or Disposal of School District Buildings  
and Sites  
1001 Principles and Objectives for Community Relations

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Community RelationsTobacco Policy

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

Legal Reference: Neb. Rev. Stat. §§ 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

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## MEMORIAL POLICY

Opportunities for family and friends to share gifts, grants, bequests and memorials should be in accordance with the following guidelines:

The Board of Education encourages the establishment of memorials for the purpose of scholarships. Such scholarships may be named after an administrator, student, or staff member of the district.

The Board of Education also encourages contributions by students, staff and administrators to memorials designated by the family and/or other charities (i.e. – Cancer Society, MADD, 4-H, etc.).

The Board of Education reserves the right to reject memorials purchased or donated in memory of a student, staff member, or administrator if, but not limited to, the following:

1. It contains a picture of the deceased student or staff member.
2. It alters the routine of a regular school day.
3. If it requires the altering of school property or publications.
4. If it requires the altering of a school activity or ceremony in any way.
5. If it infringes on the separation of church and state.
6. If it requires school district or public funds to purchase, develop or maintain the memorial.
7. If it obligates the district or Board of Education in the future that could have an adverse effect on the education of the students.
8. If it requires the retirement or discontinued use of school property.

All existing memorials already in place at the time these guidelines are adopted will be subject to, but not limited to, the following:

Any memorial plaque or name plate, whether in compliance with these guidelines or not, may be removed 10 years after the death of the person involved and offered back to the family.

All memorials put in place at any time following the time these guidelines are adopted may be subject to the same 10 year removal policy and at that time also offered back to the family.

Before any memorial is considered by the district, an application to establish a memorial must be put in writing and submitted to the Board of Education and school administration.

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## EDUCATION AGENCY RELATIONS

The Board desires that staff and students of this district benefit in every feasible way from resources provided by the colleges and universities of our area. The superintendent is to keep the board informed of opportunities for shared and cooperative services between the district and institutions of higher learning. Additionally, staff members are encouraged to seek out and use the services of college and university faculty members who are willing to serve our schools as instructional resource persons.

The superintendent shall be the designated representative of this school district for purposes of indicating the approval or disapproval of the school district of proposals of core services, offerings and the use of the property tax levy of the educational service unit of which the school district is a member.

Contracts for instruction with educational agencies outside of the geographical boundaries of the district, will not be approved so long as a suitable program of instruction is provided within the district. All requests to the board of education for out-of-district instructional contracts shall be considered on an individual basis, and justification in writing shall be a part of such request.