

SCRIBNER-SNYDER BOARD POLICY MANUAL

Section 100

District Organization and Basic Commitments

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TERMINOLOGY USED IN THIS MANUAL

Throughout this manual, when actions, duties or responsibilities are ascribed to the “superintendent” or the “principal,” it shall be understood that those actions, duties or responsibilities are ascribed to the “superintendent or his/her designee” or to the “principal or his/her designee.”

Throughout this manual, when actions, rights or responsibilities are ascribed to the “parent” of a student, it shall be understood that those actions, rights or responsibilities are ascribed to the “parent(s)/guardian(s)” of a student.

LEGAL STATUS OF THE SCHOOL DISTRICT

Nebraska law authorizes the creation of public schools known as Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Nebraska law. This school district shall be known as the Scribner-Snyder Community Schools. The school district, as a body corporate, possesses all the usual powers of a corporation for public purposes.

This school corporation is located in Dodge County, and its affairs are conducted by elected school officials, known as the Scribner-Snyder Community Schools Board of Education. This school corporation has local control over school matters in the territory of the school district, as outlined by the applicable state statutes.

Legal Reference: Neb. Constitution, Art. VII, Sect. 1, 2
 Neb. Statute 79-405
 79-501 et seq.
 Languis v. Deboer, 181 Neb 36 (1966)

Cross Reference: 201.01 Board Powers and Responsibilities

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

Mission Statement

The mission of the Scribner-Snyder Community School system is to develop individuals who function at their full potential and who look forward to rich, productive and satisfying lives. The attainment of jobs, homes, families and places in community life will give them the opportunity to serve their fellow man.

Educational Philosophy

Through strong instructional leadership, community and patron involvement, the Scribner-Snyder Community School system will provide the student with a safe and orderly environment that enhances a school-wide emphasis on basic skills to prepare the student for a responsible role in society. At team effort involving teachers, parents and patrons with high expectations believe that all students can and will learn. A program of continuous assessment of student progress will prepare and present a relevant and challenging curriculum that will meet individual student needs, interests and abilities. The Scribner-Snyder Community School system strives to develop in the individual student basic competencies, self-confidence, respect for others, and a love of learning.

Beliefs of the Scribner-Snyder Community Schools

1. We believe that all persons have equal worth and dignity.
2. We believe that every individual has the inherent right to an education commensurate with his/hers abilities.
3. We believe that the commitment of students, staff, patrons and parents determine the quality of education.
4. We believe that learning is a life-long process.
5. We believe that educators are role models.
6. We believe that education will support the democratic system.
7. We believe that education will lead to a rewarding use of leisure time and an awareness of physical and mental wellness.
8. We believe that every person can learn.
9. We believe that the quality of education must not be compromised by cost.
10. We believe that education in a rural setting is rewarding and satisfying.
11. We believe that education will strengthen the moral character of the individual.
12. We believe that each person has the opportunity for success.
13. We believe that education will give an awareness of individual cultures.
14. We believe that education will help prepare people for productive and rewarding vocations.
15. We believe that each individual should be challenged to develop their talents to their fullest potential.

Goals and Objectives

It shall be the purpose of the Scribner-Snyder Community Schools to develop persons

Approved _____ Reviewed _____ Revised _____

EQUAL EDUCATIONAL OPPORTUNITY

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The district does not discriminate on the basis of race, color, national origin, sex, disability, or marital status 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 non-discrimination policies:

Name and/or Title: Superintendent
Address: 400 Pebble, Scribner NE 68057
Telephone No.: 402-664-2568

The board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, age or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: Neb. Statute 79-2,114-2,124
 20 U.S.C. §§ 1221 et seq.
 20 U.S.C. §§ 1681 et seq.
 20 U.S.C. §§ 1701 -1721
 29 U.S. C. § 794
 42 U.S.C. §§ 12101 et seq.
 28 C.F.R. Pt. 35.1
 34 C.F.R. Pt. 100
 34 C.F.R. Pt. 104
 34 C.F.R. Pt. 106

Cross Reference 102 Educational Philosophy of the District
 402.01 Equal Employment Opportunity
 404.06 Harassment by Employees
 501 Objectives for Equal Educational Opportunities for
 Students
 504.18 Harassment by Students

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EDUCATIONAL AND OPERATIONAL PLANNING

At least every 5 years the district shall conduct an in-depth needs assessment, soliciting information from business and community members, regarding their expectations for adequate student preparation. One purpose of this assessment is to assist the district in developing and evaluating an improvement plan for the school district. The second purpose of this assessment is to determine the areas of student performance, knowledge, and attitudes and the areas of school district operations that are judged to be most crucial in meeting school or school district goals. As part of its assessment, the district shall review its process for communicating with business and the community regarding their expectations for adequate student preparation. The improvement plan shall describe the district's beliefs about topics which shall include the nature of learning, the purpose of the school district, the scope of educational experiences that the school district should provide, the nature of its learners and a description of a desirable learning atmosphere.

In conjunction with the improvement plan of the school district, the board shall authorize the appointment of a committee representing administrators, employees, parents, students and community members, to make recommendations and assist the district in determining the priorities of the school district in addition to the basic skills areas of the education program.

It shall be the responsibility of the superintendent to ensure the school district community is informed of the board's policies, programs and goals and has an opportunity to express their thoughts and suggestions for the operation of the school district. The superintendent shall report annually to the board about the means used to keep the community informed.

As a result of the board and committee's work, the district shall determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Nebraska Department of Education.

Legal Reference: Neb. Statute 79-526
 79-701, 702
 79-729
 79-1301
 NDE Rule 10-004.01A1, 10-004.02A1, 10-004.07

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Cross Reference

102 Educational Philosophy of the District
201.01 Board Powers and Responsibilities
203.06 Board Committees
301.03 Succession of Authority to the Superintendent
604.01 Basic Instruction Program
902.01 Buildings and Sites Long Range Planning

