

SCRIBNER-SNYDER BOARD POLICY MANUAL

Section 100

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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.

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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

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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 ScribnerSnyder 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

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File: 102 Page 2 of 2 who function at their full potential and who look forward to rich, productive, satisfying lives through the attainment of jobs, homes, families, and places in the community life that give them the opportunity to serve their fellow man. In order to fulfill the purpose to which the Scribner-Snyder Community Schools is committed, the following objectives have been identified.

1. To make rural life rewarding and satisfying
2. To prepare people for the world of work
3. To discover and nurture creative talents
4. To strengthen the moral fabric of society
5. To deal constructively with the problems of mental health
6. To keep democracy working
7. To make intelligent use of natural resources
8. To make the best of leisure time
9. To work with other people for the betterment of mankind

These goals and objectives have been identified as the overall purpose of the existence of the educational enterprise conducted by the Scribner-Snyder Community Schools.

Legal Reference: Neb. Statute 79-526
 79-701
 NDE Rule 10.012.01A

Cross Reference 103 Equal Educational Opportunity
 104 Educational and Operational Planning
 205 School Board Policy Process
 601 Goals and Objectives of Instructional Plan
 603 Curriculum Development

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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, religion, national origin, sex, disability, or marital status, sexual orientation or gender identity 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: Mr. Deron Meyer, Activities Director

Address: 400 Pebble St, 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 board shall conduct an in-depth needs assessment, soliciting information from administrators, employees, parents, students and community members, regarding their expectations for adequate student preparation. A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

In all school systems, the continuous school improvement process includes the following activities at least once within each five years:

1. Review and update of the mission and vision statements.
2. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
3. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
4. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
5. Evaluation of progress toward improvement goals.

The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

Legal Reference: Neb. Statute 79-526
 79-701, 702
 79-729
 79-1301
 NDE Rule 10-009

Cross Reference 201.01 Board Powers and Responsibilities
 203.06 Board Committees
 604.01 Basic Instruction Program
 1002.00 District Annual Report

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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
- File: 104.01
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ANNUAL SCHOOL CENSUS

The board will direct the superintendent to establish a permanent, continuing census of school children residing in the district. A list of the names of district taxpayers and all children from birth through twenty years shall be maintained at the superintendent's office.

Legal Reference: Neb. Statute 79-524
79-578

Cross Reference: 607.01 Class Size - Class Grouping
1002 District Annual Report

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RETURN TO SCHOOL COMMITTEE

The district will appoint a Return to School Committee and name a chairperson accountable for the committee's completion of activities required by the Nebraska Department of Education.

The Return to School Committee should include staff with appropriate oversight to monitor and guide individual tasks assigned to the Committee. This will include having a representative from each school site in the district. The Committee will involve external

partners as needed to support its work and develop strategies for securing assistance and procuring resources to carry out its tasks.

The Committee will determine and describe a vision in line with local values and community needs within the scope of the Committee's work and communicate this vision with all district stakeholders. The Committee will define and assign the roles and responsibilities of its work. This may include creating subcommittees as needed to carry out portions of the Committee's work.

The Committee and its subcommittees shall carry out a schedule of regular meetings.

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