

## SCRIBNER-SNYDER BOARD POLICY MANUAL

### Section 500 Students

- 501 Objectives for Equal Educational Opportunities for Students
  - 501.0 Equal Opportunity
    - 501.01 Equal Opportunity
- 502 Student Admissions**
  - 502.01 Resident Students
  - 502.02 Nonresident Students/Option
  - 502.03 Entrance – Admissions
  - 502.04 Full and Part Time Enrollment
  - 502.05 Student Transfers In
  - 502.06 Student Transfers Out or Withdrawals
  - 502.07 Student Re-entry to School
  - 502.08 Exchange and Foreign Student Admissions
  - 502.10 Assignment of New Students to Classes and Grade Levels
  - 502.11 Assignment of Continuing Students to Class
  - 502.12 High School Credit for Middle
- 503 Student Attendance**
  - 503.01 Compulsory Attendance
    - 503.01E1 Home School Affidavit
  - 503.02 Student Attendance Records
  - 503.03 Student Absences - Excused
  - 503.05 Student Release during School Hours
  - 503.06 Students of Legal Age
  - 503.07 Pregnant or Parenting Students
  - 503.09 Homeless Children and Youth
    - 503.09A Homeless Children and Youth Dispute
  - 504.01 Attendance
    - 504.01A Attendance Collaborative Plan
- 504 Student Rights and Responsibilities**
  - 504.01 Attendance Policy and Excessive Absenteeism
  - 504.02 Student Due Process Rights
  - 504.03 Student Conduct
  - 504.04 Student Conduct on School Buses
  - 504.05 Student Vehicles at School
  - 504.06 Student Appearance
  - 504.07 Care of School Property and Vandalism
  - 504.08 Freedom of Expression

- 504.09 Student Lockers
- 504.11 Weapons
- 504.12 Regulated Devices - Beepers, Cell Phones, and Laser Pointers
- 504.14 Secret Societies or Gang Activity
- 504.15 Smoking, Drinking, or Drugs (Drug-Free)
- 504.16 Searches, Seizures and Arrests
- 504.17 Questioning of Students by Outside Agencies
- 504.18 Harassment by Students
- 504.18E1 Harassment Complaint Form
- 504.18E2 Witness Disclosure Form
- 504.18R1 Harassment by Students Investigation Procedures
- 504.19 Student Fees
- 504.20 Bullying Prevention
- 504.21 Dating Violence Prevention
- 504.22 Student Use of Social Networks
- 504.23 Suicide Awareness
- 504.50 Student Personal Items
- 504.60 Initiations, Hazing, Secret Clubs, and Outside Organizations

**505 Student Discipline**

- 505.01 Detention of Students
- 505.03 Suspension of Students
- 505.04 Expulsion of Students
- 505.05 Fines for Lost or Damaged Items
- 505.06 Corporal Punishment
- 505.07 Restraint and Seclusion

**506 Student Activities**

- 506.01 Student Activity Eligibility
- 506.02 Student Organizations
- 506.06 Student Publications
- 506.07 Student Performances
- 506.08 Student Fund Raising
- 506.09 Student Activities Funds
- 506.10 Student Physicals for Athletics
- 506.50 Student Social Events and Meetings
- 506.51 Student Interscholastic and Athletic Competitions

**507 Student Records**

- 507.00 Student Privacy Protection Policy
- 507.01 Student Records Access
- 507.02 Student Directory Information
- 507.03 Military Recruiters

**508 Student Health and Well-Being**

- 508.01 Student Health and Immunization Checkups
- 508.01E1 School Vision Evaluation Form
- 508.01E2 Resource List for Low-Income Families Who May Qualify  
For Free or Reduced Cost Vision Evaluations
- 508.01E3 Parent Objection to Physical Examination or Vision Evaluation
- 508.02 Administration of Medication to Students
- 508.02E1 Authorization and Release Form
- 508.03 Communicable or Infectious Diseases
- 508.04 Student Illness or Injury at School
- 508.05 Emergency Plans and Drills
- 508.06 Student Insurance
- 508.07 Custody and Parental Rights
- 508.08 Student Special Health Services
- 508.09 Guidance and Counseling
- 508.11 Defibrillators
- 508.11E1 AED Maintenance Checklist
- 508.11R1 Use of Automated External Defibrillators (AEDs)
- 508.12 Asthma and Allergic Reaction Protocol
- 508.12E1 Waiver of Emergency Response to Life-Threatening Asthma

or

Systemic Allergic Reactions Protocol

- 508.12R1 Asthma and Allergic Reaction Protocol
- 508.13 Wellness and Nutrition
- 508.15 Concussion Awareness
- 508.16 Return from Pediatric Cancer

**509 Other Student Related Matters**

- 509.01 Class or Student Group Gifts
- 509.02 Open Night
- 509.51 Trophy and Plaque Display
- 509.52 School Colors

**510**

- 510.01 Admission Requirements
- 511.01 Academic Progress

## OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This section of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, national origin, sex, disability, religion or marital status, sexual orientation or gender identity and provides equal access to the Boy Scouts and other designated youth groups. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned, operated, or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual shall mean the legal parents. It shall also mean the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity laws and policies, including but not limited to complaints of discrimination, shall be directed to the superintendent or his or her designee.

Inquiries may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (816) 268-0550, the Nebraska Equal Opportunity Commission, State Office Building, 301 Centennial Mall South, 5th floor, P.O. Box 94394, Lincoln, NE 685094934, (402) 471-2024 or (800) 642-6112 or by email to [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov). This

inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Legal Reference:                    Sect. 504 of the Rehabilitation Act of 1973  
    20 U.S.C. §1681 et seq. (1994)  
    34 C.F.R. §104 et seq.  
    34 C.F.R. §160 et seq.  
    in                    Neb. Statute 79-2,114 et seq. (Neb. Equal Opportunity  
    Education Act).

Cross Reference:                    100    District Organization and Basic Commitments

Approved: May 2012    Reviewed: September 2014    Revised: September 14, 2020

File: 501.01

## EDUCATIONAL EQUITY

The District is committed to equity and excellence for all students. Educational equity is defined as providing all students, regardless of socioeconomic status, race, ethnicity, language, religion, sex, gender, orientation, cognitive/physical ability, or mobility the highquality instruction and support needed to reach and exceed state educational standards.

The district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

To achieve educational equity, the District will commit to:

1. using district-wide and individual school-level data disaggregated, when appropriate, by socioeconomic status, race/ethnicity, national origin, language, special education, and mobility, to inform district decision making;
2. working to raise the achievement of all students; and
3. graduating all students ready to succeed.

In order to reach the goal of educational equity for each and every student, the District shall monitor students' progress in meeting the state academic standards by:

1. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. identifying students who may be at risk for academic failure;

3. supporting efforts to reduce the overuse of discipline practices that remove students from the classroom;
4. providing additional educational assistance to individual students the District determines need help in meeting the state academic standards; and
5. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The District will provide organized, system-wide means of incorporating educational equity into its educational program by:

1. Providing every student with access to high quality curriculum, support, and other educational resources;
2. Providing multiple pathways to success in order to meet the needs of the entire student body and actively encourage, support, and expect high academic achievement for each student;
3. Working to create schools with a safe, supportive and inclusive environment; and
4. Seeking to promote educational equity as a priority in professional development.

The Superintendent will include equity practices leading to specific goals and strategies in the District's school improvement plan. The Superintendent will periodically report to the Board on progress in the implementation of this policy.

Approved: September 14, 2020 Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Legal Reference: 20 U.S.C. §6312

## RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during

the current or following school year. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska. When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Legal Reference:                   Neb. Statute 79-215

Cross Reference:                101     District Organization and Basic Commitments  
  503     Student Attendance  
  801     Transportation

Approved: May 2012   Reviewed: September 2014   Revised July 2019







## NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district prior to the option district's consideration for acceptance.

The application for option enrollment does not require a release from the resident district and the receiving district has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the reasons for rejection and the process for appealing the decision to the State Board of Education.

The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline. For those applications, the option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.



## 801 Transportation

Approved: May 2012 Reviewed: August 2016 Revised: August 2016; August 10, 2020

File: 502.03

Page 1 of 1

### ENTRANCE - ADMISSIONS

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to July 31 to participate in the school district's kindergarten program or beginner grade, or be admitted under exceptions provided by state statute.

The board shall require evidence of age and residency in the form of a birth certificate or other evidence before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with proof of a physical examination and immunizations as required by law and the respective policies of this district. Failure to provide this information shall be reason for denying admission to the student.

Legal Reference: Neb. Statute 79-214 et seq.

Cross Reference: 503.01 Compulsory Attendance  
508.01 Student Health and Immunization Checkups

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



StudentsFull-time and Part-time EnrollmentFull-time Enrollment

Students must be enrolled in Scribner-Snyder Community Schools on a full-time basis. Fulltime basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational/technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in Scribner-Snyder Community Schools is allowed for the purpose of providing enhanced educational opportunities not

otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.

- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of nonpublic school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of NonPublic School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1<sup>st</sup> preceding the school year the student wishes to enroll.
  - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
  - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1<sup>st</sup>.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in



the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.

5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

#### B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

#### C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes shall not be available for non-public school students. The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.

3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Essential versus Non-Essential Elective Courses. Non-public school students are not permitted to enroll in essential courses. Essential courses are those which are required to be offered by the student's private, denominational, parochial or home school. For non-public school students attending an approved school, essential courses are: language arts, social studies, science, mathematics, vocational education, foreign language, visual and performing arts, and personal health and physical fitness. For non-public school students attending an exempt school, essential courses consist of a sequential program of instruction designed to lead to basic skills in the language arts, mathematics, science, social studies, and health. A non-public school student will not be precluded by this provision from enrolling in non-essential elective courses.

#### D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time

students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.

4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities. Participation in activities that are subject to the

bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference:      Neb. Rev. Stat. §79-2,136 and §79-526  
                                 Title 92, Nebraska Administrative Code, Chapter 10

Approved: July 2017    Reviewed: \_\_\_\_\_    Revised \_\_\_\_\_



## STUDENT TRANSFERS OUT OR WITHDRAWALS

If the student's parents wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they shall notify the superintendent as soon as possible of the decision to withdraw or transfer the student from the education program. The student or parent should present this written notice at the office and receive instructions regarding the return of textbooks, library books, locker equipment, hot lunch tickets and completion of grade records.

The notice shall state the student's final day of attendance. If the student is not enrolling in another school district, the school district shall maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the parents wish to have the student's cumulative record sent to the new school district, the parents shall notify the superintendent in writing. This notice shall include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent.

### Withdrawal and Transfer Procedure

The procedure for withdrawal or transferring is as follows:

1. Secure authorization withdrawal or transfer note from the parent or guardian.
2. Obtain appropriate forms from the guidance office or principal's office.

3. Have the forms filled out by teacher, return all school books and property, and make sure all fees are paid.
4. Take completed forms to the guidance or principal's office for final clearance.

Cross Reference:                    507 Student Records

File: 502.07  
Page 1 of 1

#### STUDENT RE-ENTRY TO SCHOOL

A student who has transferred to another school under the open enrollment procedures may be readmitted to his or her district of residence at any time after one school year.

The student may not return prior to one year except at the mutual agreement of both the resident and option school districts.

Legal Reference:                    Neb. Statute 79-237

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

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

File: 502.08

Page 1 of 1

## EXCHANGE AND FOREIGN STUDENT ADMISSIONS

No foreign exchange student will be enrolled in the district until the foreign exchange student has provided the district with all records and information requested by the district. Foreign exchange students must also comply with any health requirements imposed by state or other governing laws and according to district policies.

Foreign exchange students must not have graduated from high school (or an equivalent educational institution) prior to enrollment in the district.

Foreign exchange students completing twelfth grade in the district will be provided with an honorary diploma. If a foreign exchange student wishes to receive a District High School Diploma, the student must make application to the school principal at the time of enrollment, and must successfully complete district graduation requirements.

Legal Reference:                   Neb. Statute 79-215

Cross Reference:                 508 Student Health and Well-Being





## ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

New students entering from schools recognized and approved by the Nebraska Department of Education will initially be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring. The district administration, through academic achievement tests and other evaluation measures as necessary, will determine the appropriate grade level/credit status of students transferring from schools that have not been approved by the state department of education.

Previous high school work will be validated for a high school student by successfully completing a higher level unit in this district's high school for every unit completed in a non-accredited high school; i.e., completion of a second unit mathematics would validate the mathematics credit transferred. If no successive course work is pursued to validate the credit, similar or equivalent work will be evaluated at the discretion of the principal.

Cross Reference:                    601    Goals and Objectives

### ASSIGNMENT OF CONTINUING STUDENTS TO CLASS

Pupils will be enrolled in grades and classes in which they can be expected to master established district instructional/learning objectives. All pupils who are included under the compulsory school attendance law must be enrolled and required to attend all classes prescribed by the state and the district Board of Education unless exempt by the school authorities. Credits can and may be awarded to students attending alternative schools.

Pupils will be assigned to the grade level in elementary and middle schools, or be enrolled in classes recommended by the principal consistent with state guidelines, the recommendations of teachers, through academic achievement tests and other evaluation measures. Ability to meet district grade-subject and course instructional/learning objectives will be a major factor in grade level assignment.

High school students will be classified in certain grades according to the following criteria:

- Freshman (ninth grade student) - A student in his/her first year of a four-year senior high school or a student with sufficient credits to expect graduation\* in four years.
- Sophomore (tenth grade student) - A student in the second year of enrollment in a four-year senior high school who has earned sufficient credits to expect graduation\* in three years.
- Junior (eleventh grade student) - A student with two or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation\* in two years.
- Senior (twelfth grade student) - A student with three or more years of enrollment in a senior high school who has earned sufficient credit to expect graduation\* in one year.

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

\* Students may reasonably expect to graduate if they earn the required credits by successfully completing a full schedule of classes. They may not expect graduation or a class promotion if they must gain extra credit from an overload schedule, summer school or correspondence work.

Legal Reference: Neb. Statute 79-526

Cross Reference: 100 District Organization and Basic Commitments  
503 Student Attendance

Article 5

## **STUDENTS**

File: 502.12

### Students

#### High School Credit for Middle School Courses

High school credit may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

Legal Reference: NDE Rule 10.003.05B

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

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







## COMPULSORY ATTENDANCE

***Part two under the section "Minimum Age" is optional under state law. However, each district must approve a recognized assessment procedure for use in item 2.c. One commonly used assessment is the DIAL-4 procedure as shown in the last paragraph. Modify the language as needed for the assessment procedure your board approves.***

Any child who will reach six years of age prior to January 1 of the current year and who has not reached eighteen years of age shall meet the requirements of mandatory school attendance. Any such child shall attend the academic program on a regular basis, unless a written request to drop the child from the school rolls is made by the parent, guardian or other person having charge, control or custody of the child.

Any child of mandatory attendance age must by law regularly attend a public, private, denominational, parochial school or a combination of such schools not less than the entire school term of the school(s) which the child attends. This does not apply to a child who has obtained a high school diploma or received a General Equivalency Diploma, completed the program of instruction offered by a non-accredited or non-approved school, has reached the age of 18, or who is at least 16 years old and whose parent or guardian has withdrawn the child from school in the manner prescribed by state statute.

Excusal from the "full-time" requirement of the compulsory education law can be granted by the superintendent for a child between 14 and 16 years of age having completed the work of the eighth grade when legal employment due to necessity has been obtained by the student and such a request has been made by a parent/guardian.

### **Withdrawal To Age 6**

The parent/guardian of any child who will not reach six years of age prior to January 1 of the current school year and who is enrolled, may discontinue that enrollment according to procedures provided by the district.

### **Minimum Age**

The district will not admit any child into kindergarten unless the child will reach the age of five years on or before July 31, except as follows:

1. the board shall admit a child who will reach the age of five years by October 15 if;
  - a. the parent provides an affidavit stating that the child attended kindergarten in another district, or
  - b. the family will be relocating to another district that allows admission within the current year, or

- c. the child is capable of carrying the work of kindergarten which can be demonstrated through recognized assessment procedures approved by the

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

board. Each school board shall approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten.

The district will use the Developmental Indicators for the Assessment of Learning (DIAL4) to meet the requirement for a recognized assessment procedure to determine if a child not 5 years of age on or before October 15 of the current year is capable of carrying the work of kindergarten. The board shall update these procedures as the board deems appropriate.

### **Early Withdrawal at Age Sixteen**

A person who has legal or actual charge or control of a child who is at least sixteen years of age may withdraw the child from school if an exit interview is conducted as required below, or if a signed notarized release form is filed with the Commissioner of Education as required by law for a child enrolled in a school that elects not to meet accreditation or approval requirements.

The exit interview shall be conducted at the time and place selected by the superintendent or the superintendent's designee upon receiving the written request of any person who has legal or actual charge or control of a child who is at least sixteen years of age if the child is enrolled in a school operated by the school district or resides in the school district and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the superintendent or the superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include other school district personnel or the child's principal or such principal's designee if the child is enrolled in a private, denominational, or parochial school.

At the exit interview, the person making the written request shall present evidence that the person has legal or actual charge or control of the child and that the child would be withdrawing due to either:

- a) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- b) an illness of the child making attendance impossible or impracticable.

The superintendent or superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign the withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal.

Any withdrawal form signed by the person making the written request shall be valid only if:

- a) the child signs the form unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- b) the superintendent or superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the superintendent or the superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either:
  - 1) financial hardships requiring the child to be employed to support the child's family or dependents of the child, or
  - 2) an illness making attendance impossible or impracticable.

Legal Reference: Neb. Statute 79-201 et seq.

Cross Reference: 502 Student Admissions

# Parent or Guardian Affidavit to Send Student to Non-Accredited School

TO: \_\_\_\_\_  
 (Name and address of local Public School District)  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_, the undersigned, being a parent or guardian of the student(s)  
 (Printed Name of Parent or Guardian)  
 listed below do hereby affirm that 1) the student(s) will reach six years of age prior to January 1, of the \_\_\_\_\_ school year but has not reached seven years of age, 2) the parent or guardian intends for the child to participate in a school which has elected or will elect, pursuant to Neb.Rev.Stat. 79-1601, not to meet accreditation or approval requirements, 3) the parent or guardian intends to provide the commissioner of education with a statement pursuant to subsection (3) of Neb.Rev.Stat. 79-1601, on or before the child's seventh birthday, 4) I am filing this affidavit with the school district in which the student(s) resides.

First/Last Name of Student(s)	Age	Date of Birth Mo/Day/Yr.	Resident Public School District In Which the Family Resides

Signed this \_\_\_\_\_ day of, 20\_\_

State of Nebraska                    )  
   ) ss  
 County of \_\_\_\_\_            )

\_\_\_\_\_  
 (Signature of Parent/Guardian)

\_\_\_\_\_  
 \_\_\_\_\_  
 (Address)

The foregoing statement was signed in my presence by \_\_\_\_\_,  
 (Printed Name of Parent or Guardian)  
 upon oath or affirmation that the statements contained therein are true.

(Seal)

\_\_\_\_\_  
 Signature of Notary Public

**Instructions:** A separate copy of this affidavit must be signed by each parent or guardian of the student(s) herein named and filed with the school district in which the student(s) resides. A parent claiming to be a single parent is representing that he or she alone is responsible for making the decisions concerning the educational placement of the student(s).

## STUDENT ATTENDANCE RECORDS

As part of the school district's records, the daily attendance of each student shall be recorded and maintained on file with the permanent records of the district.

It shall be the responsibility of the principals to ensure that such reports contain all information required by law and are filed with the administrative office.

Legal Reference:                   Neb. Statute 79-205 to 207

Cross Reference:                 507 Student Records

### STUDENT ABSENCES - EXCUSED

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center.

Student absences approved by the principal shall be excused absences. Excused absences other than documented illness shall count as days in attendance for purposes of addressing excessive absenteeism, except for notification of the county attorney in policy 503.04.

Students whose absences are approved shall make up the work missed and receive full credit for the missed school work, within guidelines of the student handbook. It shall be the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed.

Students who wish to participate in school-sponsored activities must attend school for two thirds day the day of the activity unless permission has been given by the principal for the student to be absent. Thus students should be in school by 10:00am.

It shall be the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on that day. The principal may request evidence or written verification of the student's reason for absence.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference:                   Neb. Statute 79-209  
  NDE Rule 10.012.01B

Cross Reference:               505       Student Discipline  
506     Student Activities  
507     Student Records

File: 503.05  
Page 1 of 1

#### STUDENT RELEASE DURING SCHOOL HOURS

Students will be allowed to leave the school district facilities during school hours only with prior authorization from their parents, unless the parent appears personally at the student's attendance center to arrange for the release of the student during school hours, or with the permission of the principal. Students will be given the right to make up tests and will not be deprived of any awards.

Principals and students should continually emphasize that pupils should not be taken out of school unless absolutely necessary. Appointments for pupils and parents, as well as teachers and administrators, can often be made after school or on Saturday. Regular attendance is imperative for quality education.

The staff should cooperate fully with parents in requests for pupil absences for dental and medical services. Advance notification of such appointments and parental effort to schedule such appointments in free time or after school may be requested.

Whenever possible, makeup work for absences should be done before the absence occurs.

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

Legal Reference: Neb. Statute 79-201 et seq.

Cross Reference: 505 Student Discipline  
506 Student Activities  
507 Student Records



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







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

## PREGNANT OR PARENTING STUDENTS

The district recognizes that pregnant or parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The district will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

### Attendance and Leave of Absences:

Pregnant or parenting students will be permitted to attend to their own health care, their child's medical care, or other appointments related to pregnancy or parenting with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other prenatal and postnatal related medical needs, along with related recovery for the duration that is considered medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant or parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and following unless administrators determine such participation poses a significant risk of injury to the student or to others. A pregnant or parenting student may be asked to obtain certification from the student's licensed health care provider regarding the student's safe participation in an extracurricular activity when such certification may be required of students for other conditions which require the attention of a licensed health care provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant or parenting students with excused absences or

tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant or parenting students will be provided with assignments, classwork and any additional support needed to help the student keep up with class requirements due to absences related to pregnancy or parenting.

Alternative means to complete course work:

The district will provide at least one alternate method, in addition to traditional classroom instruction to keep pregnant or parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_  
tutoring. Alternative methods of instruction or other alternative programs for pregnant or parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant or parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation:

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food-safe refrigerator to store breast milk.

Child Care:

If in-school child care is not provided, a list of qualified licensed child care providers will be provided when requested by pregnant or parenting students. The list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating in keeping with the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early Head Start program or any other available community resources.

Privacy and Confidentiality:

Pregnant or parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every







## Students

### Homeless Students

#### A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

#### B. Definitions

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

#### C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best

interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
  
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
  
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
  
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
  - a. Are enrolled in school which includes attending classes and participating fully in school activities;
  - b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
  - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
  - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.

2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
  
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Legal Reference:     Neb. Rev. Stat. § 79-215  
                          Nebraska Department of Education Rule 19  
                          McKinney-Vento Homeless Assistance Act, 42 USC §§11431, et seq.  
                          Every Student Succeeds Act

Approved: July 2017   Reviewed: \_\_\_\_\_   Revised \_\_\_\_\_



Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

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

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

Current Address \_\_\_\_\_

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

Information provided on this form is confidential.

1. Homeless Status

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

\_\_\_\_\_ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)

\_\_\_\_\_ in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations

\_\_\_\_\_ in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency

\_\_\_\_\_ have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans

\_\_\_\_\_ in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings \_\_\_\_\_ None of the above.

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

2. School Most Recently Attended

School: \_\_\_\_\_
(School Name) (City) (State)

Dates of Attendance: \_\_\_\_\_ to \_\_\_\_\_

Grade level when last attended: \_\_\_\_\_

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

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

English Language Learners (ELL)     Gifted     Vocational Education     Other \_\_\_\_\_

4. Possible Barriers to Education

- No Birth Certificate     No immunizations or other medical records
- No School Records     Transportation     School Selection
- Other issues/barriers \_\_\_\_\_

5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation     Clothing to meet a school requirement     School supplies
- Early childhood program     Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling     Addressing needs related to domestic violence
- Staff professional development/awareness
- Other \_\_\_\_\_

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth:

b. Reason(s) for Request: \_\_\_\_\_  
\_\_\_\_\_

c. Name of "School of Origin" \_\_\_\_\_  
(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date \_\_\_\_\_

Has student been withdrawn? \_\_\_\_\_

If so, what was the withdraw date? \_\_\_\_\_

d. Distance from:



- i. Residence to the school of origin (miles): \_\_\_\_\_
- ii. Residence to the school requested (if not school of origin): \_\_\_\_\_

\_\_\_\_\_ Parent or Guardian or Unaccompanied Youth's  
signature Date

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

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

Child's Name: \_\_\_\_\_

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

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
( Name) (Name)

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

**Homeless student program eligibility:**

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

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

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

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

Notices:

**STUDENTS**

Homeless Policy No. 503.09A

HEP Form 1

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the state coordinator:  
Education Specialist & Homeless Education / NCLB Programs

Nebraska Department of Education

<http://www.education.ne.gov/federalprograms/Title%20X.html>

Telephone: (402) 471-1419 Facsimile: (402) 742-2371 You may seek the assistance of advocates or attorneys.

---

Administrator

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Date

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

Article 5

HEP Form 2

**Homeless Education Program  
DISPUTE RESOLUTION FORM**

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

Child's Name: \_\_\_\_\_

Person completing form: \_\_\_\_\_

( Name) (Relation to Student) I may be contacted at  
(address/phone/e-mail): \_\_\_\_\_

I wish to dispute the following decision: \_\_\_\_\_

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

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

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

Parent or Guardian or Unaccompanied Youth's signature

Date

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

Date received by Homeless Coordinator \_\_\_\_\_

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

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

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_

( Name)

(Name)

After

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

Explanation for this determination: \_\_\_\_\_

---

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal File: 504.01

Page 6 of 5

is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact the state coordinator:

Article 5

HEP Form 3

Education Specialist & Homeless Education / NCLB Programs  
Nebraska Department of Education  
<http://www.education.ne.gov/federalprograms/Title%20X.html>  
Telephone: (402) 471-1419 Facsimile: (402) 471-0117

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Administrator

---

Date

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

# STUDENTS

Homeless Policy No. 503.09A

## Students

### Student Attendance

#### Attendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

#### A. Attendance and Absences.

1. Absences from School - Definitions. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

a. Excused Absence. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.

An absence for any of the following reasons may be excused, provided the required procedures have been followed:

- (1) Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- (2) Illness which causes a student to be absent from school,
- (3) Doctor or dental appointment which require student to be absent from school,
- (4) Court appearances that are required by a court order,
- (5) School sponsored activities which require students to be absent from school,
- (6) Family trips in which student accompanies parent(s)/legal guardian(s), and
- (7) Other absences which have received prior approval from the Principal.

The Principal shall have the discretion to deny approval for any of the foregoing reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the

trip could be taken during non-school time and the educational nature of the trip.

Page

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

7 of 5

**STUDENTS**

Homeless Policy No. 503.09A

**STUDENTS**

Page 3 of 5









StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
  - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:
    - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
    - (2) Other absences as determined by the principal or the principal's designee.
  - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
    - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.

- (2) Other absences are those in which the parent has not communicated a reason for the student's absence.
2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

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

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

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Page 15 of 355

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the [Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of the absences on the

Page 17 of 355

student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Educational evaluation;
- (d) Referral to community agencies for economic services;
- (e) Family or individual counseling; and
- (f) Assisting the family in working with other community services.

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

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Page 1 of 1

STUDENT DUE PROCESS RIGHTS



Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's specific teacher, activity sponsor or other certified employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

All students will be afforded due process as guaranteed by constitutional provisions. Complaints involving student suspension, expulsion or mandatory reassignment will follow provisions of the Student Discipline Act. All other student complaints are to follow the chain of command as outlined in district policies. Rules for student conduct and appeal procedures will also be published in the student handbook.

If the complaint cannot be resolved by a certified employee, the student may discuss the matter with the principal within 5 days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 5 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may appeal to the board 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.

Legal Reference:                      Neb. Statute 79-268 et seq.

Cross Reference:                      204.10 Board Meeting Agenda  
    204.12 Public Participation in Board Meetings  
    301.04 Communication Channels  
    506.06 Student Publications  
    1005.01 Public Complaints



## STUDENT CONDUCT

The board believes inappropriate student conduct causes serious disruption to the learning environment, interferes with the rights of others, and threatens the health and safety of students, employees and the public. The Superintendent and staff will develop and implement age-appropriate student codes of conduct to facilitate the educational process.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district. This policy will also apply while on school owned, operated or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the district.

Students who violate this policy and the administrative regulations supporting it will be subject to disciplinary measures including, but not limited to, removal from the classroom, detention, suspension, probation and expulsion. The codes of conduct will include measures to prevent or discourage behavior which interferes with the educational program, behavior which disrupts the orderly and efficient operation of the school or the functioning of school activities, behavior which interferes with the maintenance of a learning environment, behavior that is violent or destructive, or behavior which interferes with the rights of other students to pursue their education. Procedures will be available to allow rights of due process for all students.

This disciplinary process is designed to create the expectation that the degree of discipline imposed by the school will be proportionate to the severity of the behavior of the particular student, the previous discipline history of the student and other relevant factors. It will also include parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance appropriate student behavior and academic performance. All student codes of conduct shall be submitted to the board for approval or review.

The code of conduct will be included in the student handbook, and a parent/guardian will sign and promptly return an acknowledgement of receipt of the handbook which specifically mentions the student code of conduct.

StudentsStudent Discipline

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

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (shortterm suspension) on the following grounds:
  - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
  - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
  3. Expulsion:
    - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
    - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the

superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for

evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

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

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

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

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

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



but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes and vaping), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.

17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
  - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
  - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
  
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

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

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

- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

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

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

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

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

2. Academic Integrity.

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

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

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

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

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

- (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in

- cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the

requirements of the present course or program without notifying the instructor to whom the work is presented.

- iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
  - iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own

without citing the source, such as the use of purchased research papers or use of another student's paper.

- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

### 3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the

use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

- (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
  - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
  - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
  - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
- (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.



- (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).
- d. Violations
- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
  - (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
    - (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time

- as the student personally comes to the school's main office and retrieves the electronic device.
- (ii) **Second Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
  - (iii) **Third Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (3) **Penalties for Prohibited Use of Electronic Devices:** Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
  - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- (4) **Reporting to Law Enforcement:** Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography

Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
  2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
  2. Students in the hallway during class time must have a pass with them.
  3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
  4. Students are expected to bring all books and necessary materials to class. This includes study halls.
  5. Assignments for all classes are due as assigned by the teacher.
  6. Students are not to operate the mini-blinds or the windows.
  7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
  8. Students are to be in their seats and ready for class on the tardy bell.

9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

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

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).  
Neb. Statute 79-2,114 et seq. (Nebr. Equal Opportunity  
in Education Act)  
79-254 et seq. (Student Discipline Act)

Cross Reference: 503 Student Attendance  
506 Student Activities  
1005.02 Parent Relations Goals

Approved: May 2012 Reviewed: September 2014 Revised July 2018



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

File: 504.05

Page 1 of 1

### STUDENT VEHICLES AT SCHOOL

Students that hold authorized driver's licenses or driving permits may drive to school. A school permit only authorizes a student to drive to and from school by the shortest route. Law enforcement officers will be provided a list of students with school permits. Students will not drive during the noon hour or at any time during school hours without permission from the school principal.

No student may be in their cars during the noon hour or other times a designated by the school administration.



## STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)  
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).  
Bethal School District v. Fraser, 478 U.S. 675 (1986).  
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).  
Neb. Statute 79-526

Cross Reference: 501 Objectives for Equal Educational Opportunities for  
Students

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

File: 504.07

Page 1 of 1

## CARE OF SCHOOL PROPERTY AND VANDALISM

Students shall treat school district property with care and respect. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under board policy and the school district rules and regulations. They may also be referred to local law enforcement authorities.

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

Cross Reference:                    504    Student Rights and Responsibilities

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

File: 504.08

Page 1 of 1

## FREEDOM OF EXPRESSION



## STUDENT LOCKERS

Student lockers are the property of the school district. Students shall use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It shall be the responsibility of students to keep their assigned lockers clean and undamaged.

To ensure students are properly maintaining their assigned lockers, the building principal may periodically inspect all or a random selection of lockers. Students may be asked to be present during the inspection of their lockers. Student lockers may also be searched in compliance with board policy regulating search and seizure.

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

File: 504.11

Page 1 of 2

## WEAPONS

The board believes weapons and other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

The term “dangerous object” shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns) chemical weapons (i.e. mace, pepper spray), martial arts weapons or other instruments including those which eject a projectile or substance of any kind, or any replica or facsimile of any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

Parents of students found to possess weapons or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms as defined in 18 U.S.C. 921 to school or knowingly possessing firearms at school may be expelled for a period of not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons or dangerous objects under the control of law enforcement officials shall be exempt from this policy. Firearms kept in a locked firearm rack that is on a motor vehicle or that are contained within a private vehicle operated by a nonstudent adult that are not loaded are also exempt. Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes and must be kept in a designated location during the school day. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference: Neb. Statute 79-263  
Neb. Statute 28-1204.04  
Improving America's Schools Act of 1994, P.L. 103-382. 18  
U.S.C. § 921 (1994).  
McClain v. Lafayette County Bd. of Education, 673 F.2d  
106 (5th Cir. 1982).

Cross Reference: 505 Student Discipline  
508 Student Health and Well-Being

Approved: May 2012 Reviewed: September 2014 Revised: August 10, 2020

File: 504.12  
Page 1 of 1

## REGULATED ELECTRONIC DEVICES

Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities. Students violating this policy shall be subject to the district's disciplinary rules.

Prohibited devices shall include any item which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.

Cross Reference: 505 Student Discipline

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

File: 504.14

Page 1 of 1

## SECRET SOCIETIES OR GANG ACTIVITIES

The Board of Education prohibits the organization of school-sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline

506 Student Activities

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







StudentsDrug and Substance Use and Prevention**Drug-Free Schools**

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

**Education and Prevention**

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

**Standards of Conduct; Notice to Students and Parents**

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

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING [NAME] PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING

THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

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

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

**Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs**

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

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

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

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

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

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

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

### **Disciplinary Sanctions**

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

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

### **Intervention**

The Scribner-Snyder Community School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the

student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

**Administration**

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

Date of Adoption: July 8, 2019

## SEARCHES, SEIZURES AND ARRESTS

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons, stolen property and dangerous objects as defined in Policy 504.11. Such items are not to be possessed by a student without specific permission of the building principal while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes.

The principal or designee will attempt to notify the parent/guardian or responsible relative prior to the student's release and the place to which the student is reportedly to be taken, except in cases of child abuse.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to implement this policy.

Legal Reference:                   Neb. Statute 43-248 and 79-294  
  New Jersey v. T.L.O., 469 U.S. 325 (1985).  
  Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. den.,  
  482 U.S. 930 (1987).

Cross Reference:               504    Student Rights and Responsibilities  
  505    Student Discipline  
  508.10 Referral of Students to Other Agencies

Approved: May 2012   Reviewed: September 2014   Revised: August 10, 2020







StudentsRequests to Contact Students and Student Interviews by Non-School PersonnelA. Removals of Students and Interviews of Students

In dealing with law enforcement officials, Scribner-Snyder Community Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;

- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).
- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Scribner-Snyder Community Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit "A" to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Scribner-Snyder Community Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student's parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Scribner-Snyder Community Schools, questioning should not take place until the student’s parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student’s parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student’s parent, guardian or custodian. In these situations, an employee of Scribner-Snyder Community Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to

interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104  
20 U.S.C. §1232g (FERPA)

Approved: July 2017 Reviewed: \_\_\_\_\_ Revised \_\_\_\_\_ **AR-5413-**  
**Exhibit A**

**Affidavit and Release to Remove Student**

**Date:** \_\_\_\_\_

The undersigned hereby states and affirms to the Scribner-Snyder Community Schools as follows:

1. That I am duly-appointed and acting peace officer employed by \_\_\_\_\_ and am currently acting within the scope of such employment.

2. That request is hereby made of the Scribner-Snyder Schools to deliver to me the following named student: \_\_\_\_\_.

3. That I am entitled to immediate physical custody of said student by virtue of:  
  
( ) Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.

( ) There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.

( ) There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: \_\_\_\_\_  
\_\_\_\_\_

( ) Other (specify) the student being placed under arrest due to following authority: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

- 4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.
- 5. That the undersigned has the legal right to take custody of the student without the consent of said student's parent(s), guardian, custodian, or the Scribner-Snyder Community Schools.
- 6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

\_\_\_\_\_.

(Give complete description of officer's name and position, including badge number)

**AR-5413--Exhibit B Affidavit to Interview or Question Student Date:\_\_\_\_\_**

The undersigned requests the right to interview or question \_\_\_\_\_, a student of the Scribner-Snyder Community Schools, and hereby states and affirms to the ScribnerSnyder Community Schools as follows:

( ) That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the \_\_\_\_\_ Court of \_\_\_\_\_ County, Nebraska.

( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.

( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.

( ) That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.

( ) That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.



That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

\_\_\_\_\_.

(Give complete description of officer's name and position including badge number)

## HARASSMENT BY STUDENTS

Harassment of students, staff or visitors by other students will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment includes, but is not limited to, race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other prohibited status. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, offensive or hostile learning or work environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment on the basis of race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status means conduct of a verbal or physical nature that is designed to embarrass,

distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.; □ demeaning jokes, stories, or activities directed at an individual.

The district will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. It is the intention of the district to complete its investigation within ten (10) working days after receiving a complaint unless extenuating circumstances such as unavailability of a witness or needing additional time because of the complexity of the investigation or the need to involve outside experts. The extended timeframe for investigation due to extenuating circumstances shall not exceed ten (10) days without the consent of the complainant, unless the alleged victim agrees to a longer time limit. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

Retaliation against an individual because the individual has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. These rules will be printed and distributed to students and parents in the student handbook. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal References:           20 U.S.C. §§ 1221-1234i (1994)  
                                  20 U.S.C. § 1681 et seq.  
                                  29 U.S.C. § 794 (1994)  
                                  42 U.S.C. § 1983  
                                  42 U.S.C. §§ 2000d-2000d-7 (1994).  
                                  42 U.S.C. §§ 12101 et. seq. (1994).

Cross References:           404.06 Harassment by Employees  
                                  505    Student Discipline  
                                  507    Student Records

Approved: May 2012   Reviewed: September 2014   Revised: September 14, 2020

File: 504.18E1  
Page 1 of 1

HARASSMENT COMPLAINT FORM

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of misconduct: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

Any other information: \_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

File: 504.18E2

Page 1 of 1

### WITNESS DISCLOSURE FORM

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

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I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

File: 504.18R1

Page 1 of 2

## HARASSMENT BY STUDENTS INVESTIGATION PROCEDURES

Harassment of students by other students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students or individuals who feel that they have been harassed by other students should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, he/she should:
  - tell a teacher, counselor or principal; and
  - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
    - ✓ what, when and where it happened;
    - ✓ who was involved;
    - ✓ exactly what was said or what the harasser did;
    - ✓ witnesses to the harassment;
    - ✓ what the individual said or did, either at the time or later; ✓ how the individual felt; and ✓ how the harasser responded.

## **Complaint Procedure**

An individual who believes he/she has been harassed shall notify \_\_\_\_\_, the designated investigator. The alternate investigator is \_\_\_\_\_. The investigator may request that the individual complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint.

## **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

File: 504.18R1

Page 2 of 2

Upon completion of the investigation, the investigator shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will outline the findings of the investigation to the principal.

## **Resolution of the Complaint**

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, suspension and expulsion.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal shall file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

## **Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

## Conflicts

If the investigator is a witness to the incident, the alternate investigator shall be the investigator.

: 504.19  
Page 1 of 3

## STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or nonspecialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute; 8. Summer school or night school; and 9. Breakfast and lunch programs.



The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

- Participation in extracurricular activities;
- Postsecondary education costs; and  Summer school or night school.

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations to be published annually in the student handbook authorizing and governing:

1. Any nonspecialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate regulations authorizing and governing the following areas:

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures to avoid the direct handling of fees for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.



## BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school sponsored activities or schoolsponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference:                      Neb. Statute 79-2,137

Cross Reference:                      505      Student Discipline

File



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

#### DATING VIOLENCE PREVENTION

The board prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or schoolsponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

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

#### STUDENT USE OF SOCIAL NETWORKS

Social networks refer to a group of websites and tools on the Internet which support collaboration and sharing of opinions, insights, experiences and perspectives. The content within them, and the functionality of that content, is managed and regulated by the user community itself and not the provider of the network or a third party institution. Typical examples of social networks are blogs, wikis, podcasts, message boards, and social networking sites themselves such as Facebook, MySpace, Twitter, LinkedIn and many others.

The district provides access to social networks strictly for educational purposes toward the support of the district's educational goals and allows their use only for the value they



may provide in the context of assigned educational exercises. Students must follow these guidelines when using social networks:

- Any students using social networks must be directly supervised by a teacher or other staff member who is aware of and approves of their attempt to access such a site. Only sites not blocked by the district technology department may be used.
- Students shall not reveal their name or personally identifiable information to, or establish relationships on the Internet unless a parent or teacher has coordinated the communication.
- Students who utilize social networking for educational purposes shall be aware of and familiar with privacy options on the social networking site, and shall set those options to limit access to personal information to “friends” only.
- Students and parents shall be aware, however, that privacy options alone can never fully protect personal information. If a student shares personal information with “friends,” those friends may share that information with others. With this in mind, students shall carefully consider what information is posted online.
- Photos posted on social networking sites as a part of educational exercises shall NOT contain other students. Permission, either spoken or in writing, should be granted from any adults before posting their pictures. • Teachers and other adult staff will NOT “friend” students on social networking sites. Students are given the same advice toward teachers. Remember that teachers are ethically and legally bound to report any activity in which a student may be breaking the law or may be in danger of hurting him/herself or others.
- All policies and guidelines regarding student behavior in general apply when using social networks, including all guidelines under the district’s Acceptable Use of Computers policy and all district rules relating to harassment, bullying and behavior disruptive to the educational environment.

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

## SUICIDE AWARENESS

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent to implement and monitor this training.

Legal Reference: 2014 LB 923

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## STUDENT PERSONAL ITEMS AND POSSESSIONS

Students are encouraged not to bring items of great value to school. Such items should be checked into the office for safety during the school day.

## Instruction

### Initiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means 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 with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with 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, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any



## DETENTION OF STUDENTS

The provisions of detention or an in-school suspension program for student violations of policies, rules and procedures shall provide principals with an additional alternative for dealing with disciplinary problems that occur in the schools. When this alternative is appropriate, students will be assigned to serve a specified time period in the in-school suspension program. These assignments, and the determination of the time period for them, shall be determined by the principal, or his or her designee.

Legal Reference:                      Neb. Statute 79-254 et seq. (Student Discipline Act)

Cross Reference:                      504.01 Student Due Process Rights

## SUSPENSION OF STUDENTS

The authority to suspend for a "short term" and to propose an "extended term" suspension and/or expulsion is delegated to the principal or his or her designee. A short-term suspension shall mean the exclusion of a student from school attendance for a period not to exceed five school days. A long-term suspension means the exclusion of a student from school attendance for a period exceeding five school days but less than twenty school days.

The provisions of this section apply to all pupils enrolled in the school district. When considering possible courses of action for special education students in regard to alleged violations of school rules, policies, and regulations, procedural due process rights guaranteed under applicable Federal and State statutes are applicable. The school district is obligated to see that every special education student is provided an appropriate educational program without cost to the parent. Conversely, schools are not required to maintain pupils who are a danger to themselves or others in regular attendance centers.

Suspension from classes or school will not be carried out unless the student while subject to school authority:

1. uses violence, force, threat or intimidation in a manner causing substantial interference with school purposes; or
2. causes or attempts to cause substantial damage to school or private property or steals or attempts to steal school or private property of substantial value; or
3. causes or attempts to cause physical injury to another person except in self-defense; or threatens or intimidates any student for the purpose or intent of obtaining something of value from the student; or
4. possesses or transmits any firearm, knife, explosive or other dangerous object that is ordinarily considered a weapon; or
5. engages 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 or being under the influence of a controlled substance or alcoholic liquor; or
6. commits public indecency as defined in Nebraska statute 28-806 if that student is at least twelve years of age but less than nineteen years of age; or

7. commits or attempts to commit sexual assault against any person if a complaint has been filed by a prosecutor alleging the incident as required in Nebraska statute 79267.8; or
8. engages in bullying as defined in section 79-2,137; or
9. engages in any other illegal activity which constitutes a danger to other students or interferes with school purposes; or
10. repeatedly violates the policies, rules and standards of student conduct established by the district.

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

File 505.03

Page 2 of 2

A given suspension will be for a period of time not to exceed 5 school days. A student will be informed of the charges against him or her and, if the student denies them, an explanation of the evidence will be given and the student will be given an opportunity to refute the charges. No time delay is necessary between the time a pupil is notified of the charges and the time of the hearing before the principal.

Guidelines to insure that students are afforded due process during a suspension or proposed suspension from school will be developed. The procedural rules, regulations and guidelines will be approved by the Board of Education and made known to students, parents and school staff.

Administrative procedures complying with the Student Discipline Act shall also be in place to ensure due process to the student should the principal decide to administer a long-term suspension, expulsion, or mandatory reassignment.

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, an emergency exclusion may be invoked and the student may be immediately removed from school. However, notice and hearing should follow as soon as practical and not more than ten days following the initial exclusion.

The principal should make a reasonable effort to contact the parent(s) or guardian(s) of a suspended student by telephone or to communicate to them directly regarding the specific act(s) for which the suspension is ordered and the length of the suspension. If personal contact cannot be made then a notice will be mailed to parents within 24 hours stating the specific act(s) for which the suspension is ordered and the length of the suspension.

All records and documentation regarding suspension will be destroyed within three years of the student's continuous absence from school. No information regarding a suspension will be communicated to any person not directly involved in the disciplinary proceedings.



The right of appeal to the Board of Education in cases involving student suspension described in this policy does not extend to a suspension from a student extracurricular activities program or other disciplinary action affecting participation in an extracurricular activities program.

Legal Reference:                   Neb. Statute 79-254 et seq. (Student Discipline Act) 20  
  U.S.C. §§ 1400 et seq. (Individuals with Disabilities  
  Education Act)  
  34 C.F.R. §§ 104.1 et seq. 34  
  C.F.R. §§ 300 et seq.

Cross Reference:                 504.01 Student Due Process Rights

File: 505.04  
Page 1 of 2

## EXPULSION OF STUDENTS

For the purposes of this policy and as defined in the Student Discipline Act, expulsion shall mean exclusion from attendance in all schools within the district for a period of time as defined in Nebraska statute 79-283.

Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the administrator to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

The superintendent will develop procedural rules, regulations and guidelines governing expulsions. These shall be approved by the Board of Education and made known to students, parents and school staff. The principal shall keep records of all expulsions.

All cases of expulsion shall be preceded by short-term suspension and its related procedures or by the condition of emergency exclusion which applies only when a student (a) has a dangerous communicable disease transmissible through normal school contacts and poses an immediate threat to the health and safety of the school community; or (b) exhibits conduct which presents a clear threat to the physical safety of himself/herself or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

When a student is expelled, the student shall be provided with:

1. Notice of the standard of conduct allegedly violated, acts the student is alleged to have committed and a summary of the evidence to be presented against the student;
2. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
3. A statement that the student has a right to a hearing, upon request, on the specified charges;
4. A description of the hearing procedures, along with procedures for appealing any decision rendered at the hearing;
5. A statement the principal, legal counsel for the school, the student, the student's parent or representative or guardian has the right;
  - A. to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and;
  - B. to know the identity of the witnesses to appear at the hearing and the substance of their testimony;
6. Approved: May 2012 Reviewed: September 2014 Revised \_\_\_\_\_

File: 505.04

Page 2 of 2

7. A form on which the student or the student's parent/guardian may request a hearing.

Supplemental to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

Alternative Education: Students who are expelled or need placement for behavior may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

Legal Reference:                   Neb. Statute 28-1204.04  
  79-245 et seq.  
  Goss v. Lopez, 419 U.S. 565 (1975).  
  Wood v. Strickland, 420 U.S. 308 (1975)  
  20 U.S.C. §§ 1400 et seq. (Individuals with Disabilities

  Education Act)     34  
  C.F.R. §§ 104.1 et seq.  
  34 C.F.R. §§ 300 et seq.

Cross Reference:                 504    Student Rights and Responsibilities  
  505    Student Discipline

File: 505.05  
Page 1 of 1

#### FINES FOR LOST OR DAMAGED ITEMS

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines for damage beyond normal wear to the materials needed in a course, for overdue school materials, or for misuse of school property. The charges shall not exceed the actual cost of the materials or equipment incurring damage.

Any schedules of fines will be set prior to the start of the school year and shall be published in the student handbook. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference:                 Neb. Statute 79-2,127  
  79-734 to 79-737

Cross Reference:                 504    Student Rights and Responsibilities

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

File: 505.06

Page 1 of 2

## CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. An employee may:

1. Use reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
  - a) To quell a disturbance or prevent an act that threatens physical harm to any person.
  - b) To obtain possession of a weapon or other dangerous object within a pupil's control.
  - c) For the purposes of self-defense or defense of others as provided for in Nebraska Statute 28-1409 and 1410.
  - d) For the protection of property as provided for in Nebraska Statute 28-1411.
  - e) To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.

- f) To protect a student from the self-infliction of harm.
- g) To protect the safety of others.

2. Use incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

- 1. The size and physical, mental, and psychological condition of the student;
- 2. The nature of the student's behavior or misconduct provoking the use of physical force;
- 3. The method used in applying the physical force.
- 4. The extent and nature of resulting injury to the student, if any;
- 5. The motivation of the school employee using physical force.

Upon request, the student's parents shall be given an explanation of the reasons for physical force.

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

Legal Reference:                   Neb. Statute 28-1409 and 1410  
  28-1413  
  79-295  
  Ingraham v. Wright, 430 U.S. 651 (1977). Goss v.  
  Lopez, 419 U.S. 565 (1975).

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

File: 505.06  
Page 2 of 2

Cross Reference:                   403.03 Abuse of Students by School District Employees  
  504   Student Rights and Responsibilities



## RESTRAINT AND SECLUSION

The board prohibits the use of seclusion and restraint by school personnel except as implemented consistent with this policy. Restraint or seclusion of students will not be used solely as a disciplinary consequence or when a known medical or psychological condition makes its use inadvisable. The superintendent will ensure that district guidelines relating to restraint and seclusion are communicated to school personnel and parents/guardians at the beginning of each school year.

Except in the case of an emergency, only school personnel who have received systematic training in the use of restraint and seclusion in accordance with the district's policy will implement physical restraint or seclusion with a student. In an emergency, a district employee may use physical restraint or seclusion as necessary to maintain order or to prevent a student from causing physical harm to self, other students, and school staff or property. School personnel will continuously monitor a student's status during any physical restraint or seclusion.

### **1. PHYSICAL RESTRAINT**

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student's body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

- A. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- B. as reasonably needed to maintain order or to prevent or break up a fight;
- C. as reasonably needed for self-defense;
- D. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
- E. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
- F. as reasonably needed to escort a student safely from one area to another;
- G. if used as provided for in an IEP, Section 504, or behavior intervention plan; or

H. as reasonably needed to prevent imminent destruction to school or another person's property.

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

### **3. MECHANICAL RESTRAINT**

Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

- A. when properly used as an assistive technology device included in the student's IEP, Section 504, or behavior intervention plan or as otherwise prescribed by a medical or related service provider;
- B. when using seat belts or other safety restraints to secure a student during transportation;
- C. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- D. as reasonably needed for self-defense;
- E. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

### **4. SECLUSION**

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving or (b) incapable of leaving due to physical or intellectual capacity. Seclusion is different than in-school suspension in which other students or adults may be present but in which students are not physically prevented from leaving.

Seclusion of a student by school personnel may be used in the following circumstances:



- A. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
- B. as reasonably needed to maintain order or prevent or break up a fight;
- C. as reasonably needed for self-defense;
- D. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
- E. when used as specified in the student's IEP, Section 504, or behavior intervention plan; and
  - 1) the student is constantly monitored by an adult in close proximity who is able to see and hear the student at all times;
  - 2) the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP, Section 504, or behavior intervention plan;
  - 3) the confining space has been approved for such use by the local education agency;
  - 4) the space is appropriately lighted, ventilated, and heated or cooled; and
  - 5) the space is free from objects that unreasonably expose the student or others to harm.

## **5. ISOLATION**

Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. Isolation is different than seclusion.

Isolation is permitted as a behavior management technique provided that:

- A. the isolation space is appropriately lighted, ventilated and heated or cooled;
- B. the duration of the isolation is reasonable in light of the purpose for the isolation;

C. the student is reasonably monitored; and

D. the isolation space is free from objects that unreasonably expose the student or others to harm.

## **6. TIME-OUT**

Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

## **7. NOTICE, REPORTING AND DOCUMENTATION**

A. A district Restraint or Seclusion Report must be completed for each incident of restraint or seclusion other than normal use of mechanical restraint for transportation safety. Each record shall include:

- Name of the student
- Name of the staff member(s) administering the physical restraint or seclusion;
- Date of the incident and the time the restraint or seclusion began and ended;
- Location of the restraint or seclusion;
- A description of the restraint or seclusion;
- A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
- A description of the behavior that prompted the use of restraint or seclusion;
- Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
- Information documenting parent contact and notification

B. Notice to Administrators

The principal or designee shall be notified of the incident as soon as possible, but no later than the end of the same school day.

C. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the events listed above, he or she shall attempt to promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident.





## STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time shall mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings shall not interfere with the orderly conduct of the education program or other school district operations. It shall be within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program shall have priority over the activities of another organization.

### Curriculum-Related Organizations

It shall also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees shall be assigned to monitor approved meetings and may interact with curriculum-related organizations.

### Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations shall be provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance shall be strictly voluntary and student-initiated. As a means of

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

File: 506.02

Page 2 of 2 determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).  
Neb. Statute 79-297 et seq.

Cross Reference: 504 Student Rights and Responsibilities



## STUDENT PERFORMANCES

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing the administrative regulations, these guidelines should be followed:

- Performances by student groups below the high school level should be allowed on a limited basis;
- All groups of students should have an opportunity to participate; and,  Extensive travel by one group of students should be discouraged.
- Students will not accept payment for public performances when they represent their schools, either as individuals or as members of some school group.

It shall be within the discretion of the superintendent to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent shall be the responsibility of the parent and the student.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Cross Reference: 504 Student Rights and Responsibilities



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

File: 506.08

Page 1 of 1

## STUDENT FUND RAISING

Students may raise funds for school-sponsored events with the permission of the principal. Collection boxes for school fund raising must have prior approval from the principal before being placed on school property.

The main emphasis of any fund-raising campaign should be on the educational aspects of the program. Contests between rooms and schools will not be used as a promotional device.

No tickets for any purpose except for school activities authorized under Board policies or otherwise expressly permitted by the Board will be sold on school premises.

No contribution of money for any purposes will be collected from or by school children except as authorized by the administration.

It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Cross Reference:                   504 Student Rights and Responsibilities  
                          505 Student Discipline 506 Student Activities

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File: 506.09

Page 1 of 1

## STUDENT ACTIVITIES FUNDS

The Student Activities Funds of each school will include athletic and student organization funds and any other funds belonging to any student or class group or activity.

Student Activity Funds are those funds raised or collected by and/or for school-approved student groups, and may include gate receipts and student activity card fees. Student activity funds will be collected and expended for the purpose of supporting the school's extracurricular activities program. Student body representation should be encouraged whenever possible.

Monies raised by students through student body organizations, receipts from activity tickets and gate receipts, are subject to the control and management by the school board.

Secondary schools may establish bank demand and savings accounts in institutions that have been designated as depositories of school district funds by the school board. Materials and equipment purchased by student activity funds become district property. Projects for raising student activity funds should in general contribute to the educational experience of students and should not conflict with, but add to the instructional program and comply with district guidelines.

Any unencumbered class or activity funds will automatically revert to the general activity fund of the school when a class graduates or an activity is discontinued.

The district treasurer, or designee, may request all necessary financial information needed for review or required by the school board. These funds shall be examined annually as part of the district audit.

Cross Reference: 704.04 Audits

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

File: 506.10

Page 1 of 1

### STUDENT PHYSICALS FOR ATHLETICS

All boys or girls that participate in any athletics or practices must have a physical examination signed by a physician. The results of the examination and the physician's signature must appear on all local and state forms where it is required. All such examination results must be on file in the school where the student is to participate in athletics. In all cases, these forms should be signed by parents and the physician. Only proper forms are to be used in all cases.

Legal Reference: NSAA Athletic Bylaws sect. 3.4

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

File: 506.50

Page 1 of 1

## STUDENT SOCIAL EVENTS AND MEETINGS

All school-related or sponsored social events and meetings will be subject to prior approval of the school administration. Unless otherwise approved, all social events and meetings are limited to participation by those students currently enrolled in the district.

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

File: 506.51  
Page 1 of 1

## STUDENT INTERSCHOLASTIC AND ATHLETIC COMPETITIONS

Interscholastic activities (including fine arts, vocational activities and athletics, etc.) are recognized as an integral part of the school activity program. As such, they must justify their existence as educational experiences which promote good sportsmanship, fair play, development of leadership potential, and good school citizenship.

Partial financial support of interscholastic activities shall be from budgeted funds, thus freeing the program from total dependence upon gate receipts.

Students who may desire to be released during school time to attend interscholastic or athletic competitions must abide by the following guidelines:

1. Student must have a special close association with or interest in the sport to be attended as shown by the student's participation in or attendance at such type of sports contests during the school year.
2. Students must have permission from the school principal.
3. Students must have written permission from their parents or guardians to attend the event.
4. All school work must be made up in advance of the absence.

5. Only one day of absence of this type will be allowed for each separate sporting event. Such as, one day for districts and one day for state is allowable. If school is dismissed due to such an activity, this day allowed may be counted as the day school was dismissed.
6. The district will not sponsor any student attending such an activity, unless the student is directly participating in the state or district contest as a contestant or in a schoolassigned supportive role.

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

Article 5

**STUDENTS**

Policy No. 507.00

Students

Student Privacy Protection Policy

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

A. Right of Parents to Inspect Surveys Funded or Administered by the United States

Department of Education or Third Parties

Parents shall have the right to inspect, upon the parent=s request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent’s child.

B. Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive

The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed Definition of Surveys of Matters

Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.

C. Right of Parents to Inspect Instructional Materials

Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy.

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

If the parent does not formulate such a request, and continues to desire certain

curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

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

forth in the section entitled: Notification of and Right to OptOut of Specific Events.

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

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

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

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

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect,

upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received.

The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal



and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

#### Annual Parental Notification of Student Privacy Protection Policy

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

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

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

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and

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

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

#### Definition of Surveys of Matters Deemed to be Sensitive

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

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's parent;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

#### Mental Health Assessment or Service

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Legal Authorities: Every Student Succeeds Act  
Protection of Pupil Privacy Amendment, 20 U.S.C. Sec. 1232h and  
34 CFR Part 98;  
Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g; Neb.  
Rev. Stat. Sec. 79-530 to 79-533

Approved: August 2016 Reviewed: August 2016 Revised \_\_\_\_\_



## STUDENT RECORDS ACCESS

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records shall be maintained so as to separate academic and disciplinary matters. Student records may be maintained in the central administration office or administrative office of the student's attendance center. This policy does not apply to student directory information.

The following records shall be maintained as permanent records of the student:

- The student's social security number;
- The record of dates of attendance;
- Highest grade level completed;
- A transcript of classes taken with grades and credits received;
- The records of inoculations and health examinations which are given to the class or student body as a whole;
- The record of participation in extracurricular school activities and sports;
- The signatures of people who are required to sign for access to student records and the statement of purpose for such access;
- The student's or student's parents' written consent of release of student records.

All other student records shall be removed and destroyed after a student's continuous absence from the school for three years.

Any student, his or her parents/guardians, teachers, counselors or school administrators shall have access to the student's records during the regular business hours of the district. Student information may also be disclosed without written consent of the parent or eligible student (a student who has reached the age of 18) to persons or entities with whom the district has contracted to provide services related to the district's educational program in accordance with the Family Educational Rights and Privacy Act (FERPA). In addition, authorized representatives of the State or Federal government, and state educational authorities connected with the enforcement of requirements of certain educational programs as prescribed by law shall have access to student records within the limitations of state statutes. No one else shall have access to the records and the records shall not be divulged to any person without prior consent of the parent or eligible student.

A student's records, including academic material and any disciplinary material relating to any suspension or expulsion, shall be provided at no charge, upon request, to any public or private school to which the student transfers.

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

The superintendent shall establish reasonable fees for providing copies of the student's records to a parent or guardian. No fees shall be charged for the right to inspect and review the records.

Legal Reference:                   20 U.S.C. § 1232g (FERPA)  
  34 C.F.R. Pt. 99, (Privacy Rights of Parents and Students)  
  Neb Statute 79-2,104 and 2,105  
  79-539  
  79-4,157 and 4,158  
  84-1,212.01 et seq. (Records Management  
  Act)

Cross Reference:                   503    Student Attendance  
  508    Student Health and Well-Being  
  611    Academic Achievement  
  612.10 Procedural Safeguards and Confidentiality  
  804.02 Data or Records Retention  
  1003   Public Examination of District Records

### **Notification of Rights Under FERPA**

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

- 1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

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

Kathleen Styles, Office of the Chief Privacy  
Officer U.S. Department of Education 400  
Maryland Avenue, S.W.  
Washington, D.C. 20202

### **Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;



9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in [Name] Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

#### **OPTIONAL**

In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student —

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities,

such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the District has designated as "directory information" under §99.37. (§99.31(a)(11))

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

**Concerning Designation of Law Enforcement Unit:**

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining

the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

## STUDENT DIRECTORY INFORMATION

Student directory information shall be defined in the annual notice. It may include the student's name, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and can submit a written request for the exclusion of their child's information from the directory or in the general information about the students.

The district is required to supply class lists including name, address and phone number to college and military recruiters upon their request. Military recruiters will also be provided 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.

A parent or guardian of a student in a high school grade may submit a written request to the district that the name, address and phone number for that student shall not be released without prior written consent of the parent or guardian. Upon receiving this request, a district shall not release that information without the prior written consent of the parent or guardian. Within thirty days prior to or following the beginning of each school year and, for a new student who enrolls after the beginning of a school year, within thirty days following such enrollment, the district shall notify the parents and guardians of each student in the high school of the option to opt out of directory information release.

When a student reaches eighteen years of age, the permission given to the parents or guardians to opt out of the information release shall only be given to the student. Within thirty days prior to or following the beginning of each school year and, for a new student who enrolls after the beginning of a school year, within thirty days following such enrollment, the district shall notify each student who is at least eighteen years of age or who will reach eighteen years of age during the school year of the option to opt out of the information release and that any such request made previously by a parent or guardian for the student expires upon the student reaching eighteen years of age.

It shall be the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents. Nothing in this policy shall limit the applicability of federal FERPA laws.

Legal Reference: 20 U.S.C. § 1232g (1994).

Cross Reference: 34 C.F.R. Pt. 99, 300.560 - .574 (1996).  
506 Student Activities  
1003 Public Examination of District Records

Approved: May 2012 Reviewed: September 2014 Revised July 2019

File: 508.16

Page 1 of 1

### RETURN FROM PEDIATRIC CANCER

The Board recognizes that students who have been treated for pediatric cancer and are returning to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

The district shall establish a return to learn protocol for students returning from the treatment of pediatric cancer. The return to learn protocol shall recognize that these students may need accommodations for specific cognitive, behavioral, physical, developmental, and social impairments.

When appropriate, a section 504 plan may be developed to coordinate and accomplish these accommodations and modifications.

It is the responsibility of the superintendent to implement this policy.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Approved: August 2016 Reviewed: August 2016 Revised \_\_\_\_\_

File: 508.01

Page 1 of 2

## STUDENT HEALTH AND IMMUNIZATION CHECKUPS

### **Physical examinations & immunizations**

Students enrolling in kindergarten (or the beginning grade), students entering the seventh grade or students transferring to any grade in the district from out of state shall have a physical examination by a licensed physician within six months prior to entrance and provide proof of such an examination to the school district.

A certificate of health stating the results of a physical examination and signed by a physician, physician assistant, or an advance practice registered nurse shall be on file at the attendance center.

Students enrolling in the school district shall also submit proof of immunization against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, tetanus, haemophilus influenzae type b (Hib), hepatitis B, and chicken pox (varicella) as required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission.

The superintendent shall annually file a report on behalf of the board by November 15 to the Department of Health and Human Services summarizing the immunization status of the district's students as required.

### **Visual evaluation**

Students enrolling in kindergarten (or the beginning grade) or students transferring to any grade in the district from out of state shall also have a visual examination, including tests for amblyopia, strabismus, and internal and external eye health, and visual acuity. The visual evaluation must be completed within six months prior to entrance and proof of such evaluation shall be provided to the school district.

A certificate of health, or other form, stating the results of the visual evaluation and signed by a physician, optometrist, physician assistant, or advance practice registered nurse shall be on file at the attendance center.

### **Notifications to parents**

The student's parent or guardian shall be notified in writing of their right to submit a written statement refusing such physical or visual examinations or immunizations for the student and shall be provided with a telephone number or other contact information to

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

File: 508.01

Page 2 of 2

assist the parent or guardian in receiving information regarding free or reducedcost visual evaluations for low-income families who qualify.

Parents will be promptly notified of any condition requiring professional attention.

### **Other health inspections**

During the first quarter of each school year the district will provide for inspections of all students for defective sight and hearing, dental defects and any other conditions as specified by the Department of Health and Human Services. Parents will be promptly notified of any condition requiring professional attention.

Any student enrolling during the school year after these inspections will have such an inspection made immediately upon entrance. Any student showing symptoms of any contagious or infectious disease shall be sent home as soon as practicable and the principal notified of the circumstances.

Legal Reference: Neb. Statute 79-214  
 79-217 to 223  
 79-248 et seq. Title  
 173 NAC 3

Cross Reference: 403.02 Child Abuse Reporting  
 503 Student Attendance  
 506.10 Student Physicals for Athletics

File: 508.01E1  
 Page 1 of 1

### SCHOOL VISION EVALUATION Report Form

**A School Vision Evaluation is required** for all children **within six months prior to entering** Nebraska schools for the first time (*includes beginner grades including Kindergarteners, transfers, and other students new to Nebraska*) [Nebraska Revised Statute 79-214]

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Status (*check one*):  Beginner Grade  Transfer Student from Out of State

REQUIRED TESTS*	Pass	Fail	Recommend Further Evaluation ( <i>comments noted below</i> )
Amblyopia _____	_____	_____	Strabismus _____
Internal Eye Health _____	_____	_____	External Eye Health _____
Visual Acuity			
	Right eye @ distance (20 ft.):	20/_____	aided/unaided
	Left eye @ distance (20 ft.):	20/_____	aided/unaided
	Right eye @ near (16 in.):	20/_____	aided/unaided
	(16 in.):	20/_____	aided/unaided
			Left eye @ near _____

*\*A vision evaluation consisting of these required tests meets the legal requirements for the State of Nebraska but is not a complete eye examination such as most eye doctors perform.*

ADDITIONAL TESTS	Pass	Fail	Recommend Further Evaluation
Eye Alignment at Distance	_____	_____	_____
Eye Alignment at Near	_____	_____	_____



Depth Perception	_____	_____	_____
Color Vision	_____	_____	_____
Focusing Amount	_____	_____	_____
Focusing Flexibility	_____	_____	_____
Focusing Lag (Accuracy)	_____	_____	_____
Convergence (Crossing) Ability	_____	_____	_____
Saccade (Rapid) Eye Movement	_____	_____	_____
Pursuit (Tracking) Eye Movement	_____	_____	_____
Other: _____	_____	_____	_____

COMMENTS/RECOMMENDATIONS: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluation performed by: \_\_\_\_\_ Date: \_\_\_\_\_

(signature)  
 \_\_\_\_\_ O.D. \_\_\_\_\_ M.D. \_\_\_\_\_ P.A. \_\_\_\_\_ A.P.R.N.

Original—Doctor      Copy #1—Parent      Copy #2—School Nurse      Copy #3—Placed in student’s permanent file  
 Nebraska Foundation for Children’s Vision (www.NEchildrensvision.org)

File: 508.01E2  
 Page 1 of 1

**RESOURCES FOR LOW-INCOME FAMILIES WHO MAY QUALIFY FOR FREE OR REDUCED-COST VISION EVALUATIONS**

1. Insurance coverages  
 Many insurance companies cover the cost of an eye exam (Blue Cross/Blue Shield, United Health Care, Coventry, Vision Service Plan, Spectera, etc.). Check with the company as to details of vision care coverage.
  
2. Employer-based options  
 Parents with cafeteria plans, Medical Savings Accounts, Health Savings Accounts, or other flexible spending plans through employers can typically use these accounts to pay for vision exams.
  
3. Medicaid and Kids Connection  
 Office visits, eye exams and glasses are covered. Local social service offices have details as to eligibility.
  
4. SIGHT FOR STUDENTS  
 Provides free exam, discounted eyewear for eligible students from participating optometrists. Check website for details: [www.sightforstudents.org](http://www.sightforstudents.org)

5. Lions Clubs of Nebraska  
Clubs located throughout the state provide vision care assistance for needy families. Usually involves referral by teacher, clergy or health professional. Contact local clubs for details.
  
6. Community health centers and services  
Community health centers and community-based health services throughout the state can provide free eye exams for low income families that qualify, or coordinate the availability of reduced-cost services. Check with local social service agencies for options near you.
  
7. Discount plans from health care providers  
Many optometrists and other health care providers offer family discounts, package pricing on children's eyewear, and other in-office discounts.
  
8. Vision USA  
Low income families with working parent and no vision insurance may qualify for free exams from participating optometrists. Call 1-800-766-4466 or check the American Optometric Association website ([www.aoa.org](http://www.aoa.org)) for eligibility guidelines and information about scheduling appointments.

Compiled by Nebraska Foundation for Children's Vision ([www.NEchildrensvision.org](http://www.NEchildrensvision.org))

File: 508.01E3

Page 1 of 1

**PARENT OBJECTION TO PHYSICAL EXAMINATION OR VISUAL EVALUATION**  
*(For School Admission)*

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in \_\_\_\_\_ Public Schools, or who are transferring from out of state into any grade in \_\_\_\_\_ Public Schools:

Child No. 1: \_\_\_\_\_

Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) for school year 2006-07 and each school year thereafter, a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed 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. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

physical examination  
 visual evaluation  
(check one or both)

for the above named child(ren). I will not hold \_\_\_\_\_ Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination of visual evaluation for the above named child(ren).

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Parent or Guardian \_\_\_\_\_

File: 508.02  
Page 1 of 2

#### ADMINISTRATION OF MEDICATION TO STUDENTS

Students may be required to take medication during the school day. The district shall establish procedures which may allow students to self-administer medications for diabetes and asthma/anaphylaxis. Other medications shall be administered by the school nurse, a registered Medication Aide, or other school staff member meeting the minimum competency standards for the Medication Aide Act.

#### Self-Management of Diabetes, Seizures and Asthma/Anaphylaxis

Upon completion of required procedures, the district and parent or guardian, in consultation with the student's physician, will develop a diabetes or asthma/anaphylaxis medical management plan for the current school year. The plan shall:

1. Identify the health care services the student may receive at the school relating to the condition;

2. Evaluate the student's understanding of and ability to self-manage his/her condition;
3. Permit regular monitoring of the student's self-management of his/her condition by an appropriately credentialed health care professional; and
4. Be signed by the student's parent or guardian and the physician responsible for treatment of the student's condition.

For asthma/anaphylaxis the plan will also:

1. Include the name, purpose, and dosage of the prescription medication prescribed for such student; and
2. Include procedures for storage and access to backup supplies of such prescription medication.

The parent or guardian shall sign a statement that:

1. The district and its employees and agents are not liable for any injury or death arising from a student's self-management of his/her condition; and
2. Shall indemnify and hold harmless the district and its employees and agents against a claim arising from a student's self-management of his/her condition.
3. Any injury to others as a result of the student's self-medication shall be the parents' responsibility

The student shall promptly notify the person designated in the student's self-management plan when the student has self-medicated.

The superintendent shall develop all necessary procedures and forms to implement the selfmanagement plans and student disciplinary procedures regarding the misuse or threatened misuse of medications and supplies. The school will promptly notify the parent/guardian of such disciplinary action.

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

File: 508.02

Page 2 of 2

Medication for Conditions other than Diabetes or Asthma/Anaphylaxis

Medication will not be administered without written authorization that is signed and dated from the parent and physician, and the medication must be in the original container which is labeled by the pharmacy or the manufacturer with the name of the child, name of the medication, the time of the day which it is to be given, the dosage and the duration.

Written authorization will also be secured when the parent requests student coadministration of medication for other than diabetes or asthma/anaphylaxis when competency is demonstrated. When administration of the medication requires ongoing

professional health judgment, an individual health plan will be developed by the licensed health personnel with the student and the student's parents.

A written record of the administration of medication procedure must be kept for each child receiving any medication including the date; student's name; prescriber or person authorizing the administration; the medication and its dosage; the name, signature and title of the person administering the medication; and the time and method of administration and any unusual circumstances, actions or omissions. Administration of medication records shall be kept confidential.

Records shall be available to the Department of Health and Human Services Regulation and Licensure, the Department of Health and Human Services, and the State Department of Education for inspection and copying.

Medication will be kept in a secured area. Students may carry medication only with the approval of the parents and building principal of the student's attendance center.

Emergency protocol for medication-related reactions will be in place.

The superintendent shall be responsible, in conjunction with the school nurse or Medication Aide, for developing rules and regulations governing the administration of prescription and nonprescription medication to students, including emergency protocols, and for ensuring persons administering medication have met the requirement of state statutes. Annually, each student shall be provided with the requirements for administration of medication at school.

Legal Reference:                   34 C.F.R. §99.1 to 99.67 (1994)  
  Neb. Statute 71-6718 (Medication Aide Act)  
  79-249  
  173 N.A.C. ch. 3, sect. 001-009.04

Cross Reference:                507 Student Records  
  604.03 Special Education 608.02 Student Health Services

File: 508.02E1  
Page 1 of 1

PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE  
ADMINISTRATION OF MEDICATION TO STUDENTS

Name of Student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Medication \_\_\_\_\_ Dosage \_\_\_\_\_

Starting Date \_\_\_\_\_ Ending Date \_\_\_\_\_

Time of day medication is to be given \_\_\_\_\_

Other Instructions \_\_\_\_\_

\_\_\_\_\_ I hereby request the \_\_\_\_\_ Public School District, or its authorized representative, to administer the above-named medication to my child named above and agree to:

1. Submit this request to the principal or school nurse;
2. Personally ensure that the medication is received by the principal or school nurse administering it in the container in which it was dispensed by the prescribing physician or licensed pharmacist or is in the manufacturer's container;
3. Personally ensure that the container in which the medication is dispensed is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.

OR

\_\_\_\_\_ I hereby authorize my child to self-administer his/her medication as he/she has shown the competency to do so. I hereby agree to:

1. Submit this request to the principal or school nurse
2. Personally ensure that
  - a. the medication is received by the principal or school nurse administering it in the container in which it was dispensed by the prescribing physician or licensed pharmacist or is in the manufacturer's container; or
  - b. the medication will be kept in the student's possession but only with prior written permission from the parent and principal.
3. Personally ensure that the container in which the medication is dispensed is marked with the medication name, dosage, interval dosage, and date after which no administration should be given.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Alternate Phone No. \_\_\_\_\_

File: 508.03

Page 1 of 1

### COMMUNICABLE OR INFECTIOUS DISEASES

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or

employees. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district's bloodborne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan shall be reviewed annually by the superintendent and school nurse.

Their personal physician shall determine the health risk to immunosuppressed students. The health risk to others in the school district environment from the presence of a student with a communicable disease shall be determined on a case-by-case basis by the student's personal physician, a physician chosen by the school district or public health officials.

A student who is at school and who has a communicable disease that creates a substantial risk of harm to other students, employees, or others at school shall report the condition to the Superintendent any time the student is aware that the disease actively creates such risk.

It shall be the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

Legal Reference:                   Neb. Statute 79-248 et seq.  
  79-264  
  29 U.S.C. §§ 701 et seq. (1994).  
  45 C.F.R. Pt. 84.3 (1990).

Cross Reference:                   404.04 Communicable Diseases - Employees  
  507 Student Records

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

## STUDENT ILLNESS OR INJURY AT SCHOOL

When a student becomes ill or is injured at school, the school district shall attempt to notify the student's parents as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have employees present administer emergency or minor first aid if possible. An ill or injured child will be turned over to the care of the parents or qualified medical employees as quickly as possible.

It shall be the responsibility of the school nurse to file an accident report with the superintendent within one business day after the student is injured.

Annually, parents shall be required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of an injury or illness.

The superintendent shall be responsible, in conjunction with the school nurse, to develop rules and regulations governing the procedure in the event a student should become ill or be injured at school.













## CUSTODY AND PARENTAL RIGHTS

Students being released before the end of the school day will only be released to immediate family members or individuals authorized by parents or legal guardians, and identification is required when an adult picking up the student is unfamiliar to staff or volunteers.

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued shall be followed by the school district. It shall be the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns.

It shall be the responsibility of the employees to remain neutral in a disagreement about custody and parental rights.

Legal Reference:           34 C.F.R. §99.4 (1995)  
                                  Neb. Statute 42-364  
  42-381  
  43-2,902

Cross Reference:           507           Student Records



## STUDENT SPECIAL HEALTH SERVICES

The board recognizes that some special education students need special health services during the school day. These students shall receive special health services in conjunction with their individualized education program.

The superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy.

Legal Reference: 20 U.S.C. §§ 1400 et seq. (1994).  
34 C.F.R. Pt. 300 et seq. (1996).

Cross Reference: 504 Student Rights and Responsibilities  
507 Student Records  
604.03 Special Education





## DEFIBRILLATORS

An Automated External Defibrillator (AED) is a device used to identify ventricular fibrillation in a victim of sudden cardiac arrest and automatically deliver an electric shock to the heart. Early defibrillation is the standard of care for adult victims of sudden cardiac arrest. AED's analyze heart rhythms and determine if shock is needed to get the heart back to a healthier rhythm.

An AED unit will be kept in the teacher's work room in the main office area of the Scribner Attendance Center. This area is the focal point for the major population of the school during school hours and for after-school functions. The AED will be stored in the blue cupboard marked with the letters AED. The teacher's work room is locked after school hours, but any administrator, custodial staff or teacher has access to this office outside of regular school hours, such as during athletic events or other school functions.

The first person at the scene of the collapse (whether trained or not in CPR/AED) can assess the individual and seek help. Any staff member of the Scribner-Snyder Community Schools may use the AED unit in an emergency situation. However, staff members who have successfully completed the CPR/AED training shall take the initiative in administering the AED if they are present during the time of the emergency. Local Scribner Rescue Squad members that may be present at an activity are qualified to use the defibrillator.

The AED shall be used when an individual displays cardiac arrest symptoms which include:

- A determination is made that the victim is over 8 years of age
- Victim is unconscious or unresponsive
- Victim is not breathing

- Victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing or movement.

The AED shall be used according to the procedures as outlined with the device and according to the training provided for its use.

The school nurse shall be responsible for the upkeep of the AED equipment and the proper recording of forms in the event the device is used in an emergency situation.

# Automated External Defibrillator Maintenance Checklist



Date \_\_\_\_\_ Location \_\_\_\_\_

Inspection Performed by \_\_\_\_\_

<b>Criteria</b>	<b>Status</b>	<b>Corrective Action/Comments</b>
<b>AED</b>		
Placement visible, unobstructed and near phone		
Verify battery installation		
Check the status/ service indicator light		
Note absence of visual/ audible service alarm		
Inspect exterior components and sockets for cracks		
<b>Supplies</b>		
Two sets of AED pads in sealed package		

Check expiration date on pad packages		
Pocket mask with oneway valve		
Examination gloves		

Razors		
Absorbent gauze or hand towels		

*Please refer to manufacturer's User's Manual for more information and proper annual maintenance procedures.*

### USE OF AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)

Employees of the district will be authorized to utilize an AED only after successfully completing initial and recurrent training courses approved by the American Heart Association for AEDs and CPR. Acceptable certification will consist of completion of an American Heart Association "Heartsaver AED" course and CPR course. Requirements for the frequency of recurrent training will be as suggested by the AED manufacturer, the American Heart Association and local EMS personnel.

The district will provide American Heart Association "Heartsaver AED" training for employees deemed to require such training by the building principal in consultation with

the school nurse. Employees who are certified will be designated as authorized users after a review of their credentials and approval by the *[building principal; school nurse]*.

The Emergency Medical Service System will be activated immediately upon discovery of a situation in which the use of an AED is anticipated. Activation will be via the 911 telephone system. The activation of the Emergency Medical Service System must not be delayed due to the actual or anticipated use of an AED. The local ambulance service or the local fire department serving the school building's area will be advised of all uses of an AED by employees of the district as soon as practical after each use.

An AED will be issued to schools in the district as designated by the superintendent and will be kept with other resuscitation equipment in a location within the school as designated by the *[building principal; school nurse]*. The *[building principal; school nurse]* may specify that an authorized user may bring the AED, together with other resuscitation equipment, to other areas of the school or its grounds for the purpose of standing by at specific events or activities, or may authorize the temporary relocation of the AED together with other resuscitation equipment for specified periods of time. A communication mechanism will be established for the purpose of notifying authorized users within each building of the relocation of the AED from its place of usual storage.

Each AED unit will be checked weekly with regard to battery condition, overall readiness for use and adequate supplies including:

1. The AED and its carrying case;
2. Three (3) sets of pads;
3. Three (3) towels;
4. Three (3) razors;
5. Pocket mask with one-way valve;
6. Three (3) sets of gloves including at least one (1) pair of latex-free gloves;

The weekly check will be documented on a log or other form specified by the school nurse and kept with the AED. A copy of all documentation will be retained as a

Adopted \_\_\_\_\_ Revised \_\_\_\_\_

File: 508.11R1

Page 2 of 2

permanent record. The *[building principal; school nurse]* will designate one (1) authorized user at each location who will be responsible for performing the weekly check, or assigning another authorized user to perform the check in his or her absence.

The data from the AED will be reviewed by the building principal who will identify any areas related to that use that require remediation and will recommend a plan of corrective action if needed.

File: 508.12

Page 1 of 1

## ASTHMA AND ALLERGIC REACTION PROTOCOL

The district will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis) Protocol as required by the Nebraska Department of Education.

The superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy during regular hours while school classes are in session. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and albuterol. Also, these shall ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

### Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

- (1) written request of the student's parent or guardian;
- (2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
- (3) receipt of a signed no liability statement from the parent or guardian; and
- (4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies.



The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol. Information about the waiver shall be provided to parents in the student handbook.

Legal Reference: NDE Rule 59.006

Approved: May 2012 Reviewed: August 2016 Revised: August 2016

File: 508.12E1  
Page 1 of 1

**WAIVER OF EMERGENCY RESPONSE TO LIFE THREATENING ASTHMA OR  
SYSTEMIC ALLERGIC REACTIONS PROTOCOL**

\_\_\_\_\_ School District

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

I am aware of the school policy that provides a protocol to follow by school personnel to administer EpiPen/albuterol to a student when it is determined that the student is suffering a lifethreatening asthma or systemic allergic reaction while school is in session.

After considering the school policy and the best interests of my child, \_\_\_\_\_, I do not wish to have him/her administered albuterol or medication from an Epi-Pen by school personnel under any circumstances for the 20\_\_\_\_ - 20\_\_\_\_ school year.

\_\_\_\_\_

(Signature of Parent/Legal Guardian/Custodian of Child)

(Date)

Plan For \_\_\_\_\_ (Student) Dated: \_\_\_\_\_

**ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

**I. CONTACT AND PLAN INFORMATION**

**Student's Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Month) (Day) (Year)

**Health Condition:**  Asthma  Anaphylaxis (For this Plan "Health Condition" means the condition(s) checked)

**Mother/Guardian:** \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**Father/Guardian:** \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**Student's Doctor/Health Care Provider:** \_\_\_\_\_ Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Emergency Number: \_\_\_\_\_

**Other Emergency Contacts:** \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**II. PARENT OR GUARDIAN  
AUTHORIZATION, APPROVAL AND LIABILITY WAIVER**

The parents or guardians (hereinafter "Parent") request that [Name] Public Schools allow the Student to selfmanage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Asthma or Anaphylaxis Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary asthma or anaphylaxis medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**III. STUDENT AGREEMENT**

I will use the prescription asthma or anaphylaxis medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_









**IV. MEDICAL MANAGEMENT PLAN**

**A. Health care services the Student may receive at school relating to Student’s Health Condition:**  
See Guidelines (Part V).

**B. Evaluation of Student’s understanding of and ability to self-manage Student’s Health Condition.**

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student’s Health Condition as follows:

1. Access to Prescription Asthma/Anaphylaxis Medication        May have medication in Student’s possession at any time.
  - May have medication in Student’s possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.  May not have medication in Student’s possession except for emergency use.
  
2. Self-Administration of Prescription Asthma/Anaphylaxis Medication        May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.
  - May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.  May not self-administer except for emergency use.

**C. It is agreed that this Plan permits regular monitoring of Student’s self-management of Student’s Health Condition by an appropriately credentialed health care professional.**

**D. Name, purpose and dosage of prescription asthma or anaphylaxis medication prescribed for Student:** See Student Asthma/Anaphylaxis Action Plan (Part IV(F)).



**E. Procedures for storage and access to backup supplies of such prescription medication for**

**Student's Health Condition:**

1. The Student, when permitted to be in possession of medication, will have only the prescription medication that might be needed for the Student's own use. For example, the Student may have one inhaler, but not two, unless the first is nearly empty
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN FOR \_\_\_\_\_ (Student)

Dated: \_\_\_\_\_

Page 4 of 6

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN FOR \_\_\_\_\_ (Student)

Dated: \_\_\_\_\_

Page 5 of 6

**F. Student Asthma/Anaphylaxis Action Plan**

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Month) (Day) (Year)

**EXERCISE PRECAUTION** - Administer inhaler 15-30 minutes before exercise (eg, gym class, recess)

Albuterol inhaler (Proventil, Ventolin) 2 inhalations

**ASTHMA TREATMENT**

Give or self-administer *quick relief medication* when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest. **Quick relief medication:**

Albuterol inhaler (Proventil, Ventolin) 2 inhalations

Pirbuterol inhaler (Maxair) 2 inhalations

Albuterol inhaled *by nebulizer* (Proventil, Ventolin)

0.63 mg/3 mL

1.25 mg/3 mL

Levalbuterol inhaled *by nebulizer* (Xopenex)

0.31 mg/3 mL

0.63 mg/3 mL

1.25 mg/3 mL

May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.

**IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED**

**If after 10 minutes:**

- Symptoms are improved, student may return to classroom after notifying parent/guardian.
- If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student's ability to remain in school for the day.
- ***If student continues to worsen CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).***

**ANAPHYLAXIS TREATMENT**

Give or self-administer *epinephrine* when Student experiences allergy symptoms, such as hives, difficulty breathing (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath).  The Student has severe allergies to the following:

Epinephrine injection (please specify):

EpiPen 0.3 mg  Twinject 0.3 mg

EpiPen Jr. 0.15 mg  Twinject 0.15 mg

May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.

**IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED**

- ***CALL 911 and closely observe the student.***
- Notify parent/guardian immediately.
- Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility.
- ***If student does not improve or continues to worsen, INITIATE Nebraska's schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).***

Possible adverse reactions to be reported to physician \_\_\_\_\_

Special instructions \_\_\_\_\_



I am the Student's Physician or other health care professional who prescribed the medication for treatment of the student's condition. Student has  Asthma  Anaphylaxis and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student's Health Condition in accordance with this Asthma or Anaphylaxis Medical Management Plan. I approve the Medical Management Plan and the Student Asthma/Anaphylaxis Action Plan and authorize Student to self-manage Student's Health Condition at school in accordance with the Plan.







Dated: \_\_\_\_\_

Physician signature: \_\_\_\_\_ Date: \_\_\_\_\_

Large empty rectangular box for signature and date.

**V. GUIDELINES FOR  
ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

**Term of Plan:** The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student’s health or prescribed treatment or student’s ability to self-manage.

**Medications:** The parents or guardians are responsible for supplying any and all prescription asthma/anaphylaxis medications required under the Plan; the school is not responsible for providing the medications. Prescribed asthma/anaphylaxis medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. Inhalers must have a label attached to the inhaler itself, not on the packaging. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new asthma/anaphylaxis action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

**Health care services the Student may receive at school relating to Student’s Health Condition.**

1. Standard health services available to all students.
2. Storage of backup asthma or anaphylaxis medication supplies.
3. Recording of student self-administration reports.

**Consultations:** The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

**Permitted Self-Management:** Pursuant to the Asthma or Anaphylaxis Medical Management Plan the Student shall be permitted to self-manage the Student’s asthma or anaphylaxis condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

**Student Reports of Self-Administration:** The Student shall promptly notify the school nurse, the school nurse’s designee, or another designated adult at the school when the Student has self-administered prescription asthma or anaphylaxis medication pursuant to the Plan.

**Responses to Student Misuse:** The possession of medications by Students is a violation of the school’s drug and student conduct policies and may result in an expulsion from school. To the extent this Asthma or Anaphylaxis Medical Management Plan permits the Student to be in possession of prescribed asthma/anaphylaxis medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription asthma or anaphylaxis medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student’s access to such medication; however, it is agreed that in the event of any such misuse, a re-evaluation of the Student’s understanding of and ability to self-manage Student’s Health Condition will occur and the reevaluation may result in a modification or termination of this Plan.

**Sharing Plan:** It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the

Student’s person so the Student is not reported for a violation of the school’s drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

**Filing of Plan:** This Asthma or Anaphylaxis Medical Management Plan is to be kept on file at the school where the Student is enrolled.

**VI. SCHOOL NURSE ACKNOWLEDGEMENT OF ASTHMA  
OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

- Parent Request and Liability Waiver signed  Student Agreement signed.
- Management Plan (including Action Plan) signed by Physician.
- Guidelines reviewed with the Student and Parent/Guardian.  Copy of Guidelines and Student Agreement received by Parent/Guardian for reference.

School Nurse or designee signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Asthma/Allergy Self-Management Log Student**

**Name** \_\_\_\_\_ **Student Date of Birth** \_\_\_\_\_

<b>Date Started</b>	<b>Medication</b>	<b>Dosage</b>	<b>Time</b>	<b>Frequency</b>	<b>Physician</b>	<b>Phone #</b>

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> <input type="checkbox"/> Phone Form
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Parents/Guardian \_\_\_\_\_ Phone \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_



## ASTHMA AND ALLERGIC REACTION PROTOCOL

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

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

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

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

Chest tightness  
Wheezing  
Severe shortness of breath  
Retractions (chest or neck "sucked in")  
Cyanosis (lips and nail beds exhibit a grayish or bluish color) Change in mental status, such as agitation, anxiety, or lethargy  
A hunched-over position  
Breathlessness causing speech in one-to-two word phrases or complete inability to speak

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

Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives  
Abdominal: pain, nausea and vomiting, diarrhea  
Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction  
Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)  
Mental status: apprehension, anxiety, restlessness, irritability

### EMERGENCY PROTOCOL:

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

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

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



The district shall have at least one physician authorize this protocol by signing below:

\_\_\_\_\_  
(PHYSICIAN)                      Date

\_\_\_\_\_  
(PHYSICIAN)                      Date

\_\_\_\_\_  
(PHYSICIAN)                      Date

\_\_\_\_\_  
(PHYSICIAN)                      Date

Students

**School Wellness Policy**

A mission of Scribner-Snyder Community Schools (“District”) is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

**1. District Wellness Committee Committee Role**

**and Membership**

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community. *Leadership*

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

**2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

### ***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

### ***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee. ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;

- The extent to which the District's wellness policy compares to [a] the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. .

#### ***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

#### ***Community Involvement, Outreach and Communications***

The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

### **3. Nutrition**

#### ***School Meals***

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs.

***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. ***Competitive Foods and Beverages***

The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

***Celebrations and Rewards***

The District will encourage all staff to ensure that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, subject to appropriate exceptions made by the Superintendent.

***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. **Nutrition Education**

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services; ▪ Teaches media literacy with an emphasis on food and beverage marketing; and ▪ Includes nutrition education training for teachers and other staff.

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

### ***Food and Beverage Marketing in Schools***

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

#### **4. Physical Activity**

##### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District’s physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student. ***Recess (Elementary)***

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or handsanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

#### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (35minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation. ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

#### **5. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition

and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. ***Community Partnerships***

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

#### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

#### ***Staff Wellness and Health Promotion***

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

#### ***Professional Learning***

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

#### ***Glossary***

**School Campus:** areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.



**School Day:** the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

Date of Adoption: [Insert Date]



InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. Any parent or guardian who suspects a student has sustained a concussion is expected to immediately notify district coaches or administrators of the injury. Students who suspect they have sustained a concussion shall immediately make such notification.

- a. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

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

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

- b. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- c. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

#### 4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

Article 5

## CONCUSSION AWARENESS

File: 508.15

### 5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

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

### **Concussions: Return to Learn Protocol**

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Scribner-Snyder Community Schools adopts the NDE Guidance entitled "Bridging the Gap from Concussion to the Classroom,"<sup>1</sup> and accompanying Appendix,<sup>2</sup> as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

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<sup>1</sup> <http://www.education.ne.gov/sped/birsst/BRIDGING%20THE%20GAP%20February%202014%20final.pdf>. <sup>2</sup> <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

Approved: May 2012 Reviewed: September 2014 Revised: August 10, 2020

## CLASS OR STUDENT GROUP GIFTS

The board welcomes gifts to the school district from a class or student group. Class gifts to the school district require the approval of the superintendent, and the board encourages students to consult with the superintendent or other certificated employees prior to selecting a gift for the school district.

No principal, teacher, or other employee of the district will accept money as a gift from any student. Gifts of appreciation given by a class to a principal, teacher, or other employee of the district will not exceed \$100 in value unless approved by the administration.

Cross Reference:                   705.04 Gifts, Grants and Bequests

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

File: 509.02

Page 1 of 1

## OPEN NIGHT

In keeping with good community relations, student school activities will not be scheduled on Wednesday night beyond 6 p.m. whenever possible. It shall be the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

Cross Reference:                    1001 Principles and Objectives for Community Relations



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

File: 509.51

Page 1 of 1

### TROPHY AND PLAQUE DISPLAY

In an attempt to manage and organize the display of past and present trophies and award that have been won by teams and students of the district or parts of the district, the following guidelines will be adhered to:

1. All team trophies and awards for conference, district and state competitions (champion and runner-up) will be displayed in the trophy cases in the commons area.

These trophies and awards include those earned by teams representing the ScribnerSnyder Community Schools, the Scribner Public School and the Snyder Public School.

2. All plaques awarded (champion and runner-up) will be displayed in commons area. These plaques include those earned by teams representing the Scribner-Snyder Community Schools, the Scribner Public School and the Snyder Public School.
3. All other awards will be displayed in the trophy cases in the commons area or in the trophy cases in the hallway, for a period of four (4) years for a high school award and six (6) years for a junior high award.

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

File: 509.52

Page 1 of 1

## SCHOOL COLORS

Upon the merger of the Scribner Public School and the Snyder Public School in 1986, it was agreed that the school colors of the newly formed Scribner-Snyder Community Schools would be red and white. In an effort to represent the district and to properly identify the school through student participation in activities, it shall be the policy of this district to purchase uniforms (for all school related activities) that are made with materials that are red and/or white in color. It is recognized that third color is sometimes necessary in the configuration of uniforms to provide a separation of colors. Therefore, black will be allowed as a third color to use in making uniforms, but the use of black shall be limited to that of an accent color and it shall not be used as a primary color for the uniform.

This policy shall govern the purchase of uniforms that are bought after the policy's date of adoption.

Any deviation to the above mentioned color scheme for uniforms shall be brought before the board for approval prior to the purchase of the garments.

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







Students

Admission Requirements

Minimum Age:

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

Early Admission to Kindergarten:

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

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

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

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

4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

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

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

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

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

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

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin,



marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

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

Graduates:

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

Age 21:

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

Birth Certificate, Physical, Visual Evaluation and Immunization: The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

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

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

#### Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school

or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

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

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

# STUDENTS

File: 511.01

## Students

### Academic Progress

The Superintendent will be responsible for implementing a uniform system for appraising and reporting the development of students' academic and behavioral skills.

Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher. Written reports of student progress will be made available to parents at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held in both the elementary and junior-senior high school each year. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Approved: August 2016 Reviewed: August 2016 Revised \_\_\_\_\_

Page 1 of 1

Article 5

**STUDENTS**

Policy 507.03

## Students

### Military Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Legal Reference: LB 575 (2019)

Date of Adoption: July 8, 2019

# **BRIDGING THE GAP**

## **From CONCUSSION To The CLASSROOM**

### **APPENDICES**

**Nebraska Concussion Awareness Act – Quick Facts**

**Concussion Resources**

**Return to Academics Progression**

**Return to Play Progression**

**Post-Concussion Symptom Checklist**

**Tips for Teachers**

**NE Concussion Management Recommended Best Practice**

**Information from Teachers for CMT**

**BIRSST Team Map and Team Contacts**

**[Nebraska Concussion](#)**

**[Awareness Act – Quick Facts](#)**

#### **Return to Play**

- **Goal: To provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.**
- Legislation passed by Nebraska Legislature - Final Reading on April 8, 2011 (43-0) • Effective July 1, 2012
- The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.
  1. Education: Coaches, Parents and Student Athletes
  2. Removal from Play – If a concussion is reasonably suspected
  3. Clearance by a Licensed Health Care Professional
- Concussion Awareness Act applies to:
  - ✓ Approved or accredited public, private, denominational or parochial schools (does not include higher education/college and university) Section 4.

- ✓ Athletes 19 years of age or younger that participate in organized sports (“any city, village, business or nonprofit that organizes sports, charges a fee or is sponsored by a business or nonprofit organization.”) Section 5
- Education provided for:
  - ✓ Coaches. Training approved by the Chief Medical officer must be made available to all coaches.
  - ✓ Parents and student athletes. Concussion and brain injury information must be provided:
    - On an annual basis and ○ Prior to the start of practice or competition.
- Removal from Play
  - ✓ Any student athlete or athlete shall be removed from play when they are reasonably suspected of having a concussion by a coach or licensed health care professional.
  - ✓ If an athlete is removed from activity due to reasonable suspicion of suffering a concussion:
    - Parents or Guardians must be notified of the date and approximate time of the injury and the signs and symptoms that were observed, as well as any actions taken to treat.
- Return to Play
  - ✓ A student-athlete or athlete may be allowed to return to play when:
    - They have been evaluated by a licensed health care professional
    - They have received written clearance from the licensed health care professional;
    - They have submitted the written and signed clearance to resume participation in athletic activities accompanied by written permission to resume participation from the student’s parent or guardian. ¶For more information, please refer to:
  - ✓ Nebraska Department of Health and Human Services  
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>

## **CONCUSSION RESOURCES**

1. **Nebraska Department of Education**     <http://www.education.ne.gov/sped/birsst.html>
  - **Bridging the Gap from Concussion to Classroom: Return to Learn**
2. **Nebraska Department of Health and Human Services**  
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>
  - Concussion Awareness Act – Training for Coaches, Parents, Students

3. **Concussion ABCs posted by the Centers for Disease Control and Prevention**  
<http://www.cdc.gov/concussion/HeadsUp/schools.html>

- Heads Up to Schools, Know Your Concussion ABC's
- A Fact Sheet for Teachers, Counselors, and School Professionals
- A Fact Sheet for School Nurses
- Parent/Athlete Concussion Information Sheet
- Returning to School After a Concussion: A Fact Sheet for School Professionals

4. **The Center on Brain Injury Research and Training, University of Oregon**  
<http://www.cbirt.org>

- **The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide.*** Retrieved from <http://www.cbirt.org>
- <http://cbirt.org/tbi-education/school-reentry/returning-school-after-tbi/>
- <http://cbirt.org/tbi-education/school-reentry/supports-consider-during-schoolreentry/>
- <http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

5. **School-wide Concussion Management cartoon video: "What's a Concussion, Anyway? (15 minute cartoon video)** <http://brain101.orcasinc.com/>

- Concussion Management Program and information for coaches, schools, parents and students
- Return to Academics Progression, Return to Play Progression and Sample Return to Activity Documentation

6. **REAP Guidelines**  
[http://www.rockymountainhospitalforchildren.com/sportsmedicine/concussion\\_management/reap-guidelines.htm](http://www.rockymountainhospitalforchildren.com/sportsmedicine/concussion_management/reap-guidelines.htm)

- **McAvoy, K. (2013) REAP the benefits of good concussion management. Centennial, CO: Rocky Mountain Sports Medicine Institute Center for Concussion.**

7. **The BrainSTEPS Program – Pennsylvania** [www.brainsteps.net](http://www.brainsteps.net)

- [Concussion Webinar](#)
- [Concussion Return to School Protocol](#)
- [Protocol Flow Chart](#)



- [Why every school should have a Concussion Management Team](#) [Teacher's Desk Reference: Concussion](#)
8. Colorado Department of Education  
[http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi\\_concussionguidelines.pdf](http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi_concussionguidelines.pdf)
    - [Concussion Management Guidelines 2012](#)
  9. Brain Injury Association of Nebraska [www.biane.org](http://www.biane.org)
  10. Halstead, M., McAvoy, K., et al. *Returning to Learning Following a Concussion. Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
  11. Nebraska Brain Injury Advisory Council [www.braininjury.ne.gov](http://www.braininjury.ne.gov)
  12. brainline.org - <http://www.brainline.org/content/2010/06/general-informationforparents-educators-on-tbi.html>
  13. Information for Parents  
[http://www.brainline.org/landing\\_pages/categories/concussion.html](http://www.brainline.org/landing_pages/categories/concussion.html)  
<http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

## RETURN TO ACADEMICS PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	<b>HOME – Cognitive and physical rest</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Limited mental exertion – computer, texting, video games, homework</li> </ul>
2	<b>HOME – Light Mental Activity</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Up to 30 minutes mental exertion</li> </ul>

➤ No prolonged concentration

**Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.**

3	<b>SCHOOL – Part Time</b> Maximum adjustments Shortened day/schedule Built-in breaks	➤ Provide quiet place for scheduled mental rest ➤ Lunch in quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics Provide ➤ extra time, help, and adjustment of assignments
---	---	---

**Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.**

4	<b>SCHOOL – Part Time</b> Maximum adjustments Shortened day/schedule	➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help, and modification of assignments
---	--	---

**Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.**

5	<b>SCHOOL – Part Time</b> Minimal adjustments	➤ No standardized testing; routine tests are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenging subjects
---	--	---

**Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.**

6	<b>SCHOOL – Full Time</b> Full academics No adjustments	➤ Attends all classes ➤ Full homework and testing
---	---	--

**When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate student supports.**

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## RETURN TO PLAY PROGRESSION

Return to play is a medical decision. The CMT will be familiar with state concussion laws and understand which healthcare providers may clear a student. **To begin the Return to Play Plan, the student must be free of all symptoms (see Signs and Symptoms of Concussion), have no academic adjustments in place, and be cleared by a healthcare provider.** The student may spend 1-2 days at each step before advancing to the next. If postconcussion symptoms occur at any step, stop activity and have the CMT reassess.

Rehabilitation Stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest.	Recovery



<b>PHYSICAL</b>	Nausea	0	1	2	3	4	5	6
	Vomiting	0	1	2	3	4	5	6
	Balance Problem	0	1	2	3	4	5	6
	Dizziness	0	1	2	3	4	5	6
	Blurry or double vision	0	1	2	3	4	5	6
	Sensitivity to Light	0	1	2	3	4	5	6
	Sensitivity to Noise	0	1	2	3	4	5	6
	Balance Problems	0	1	2	3	4	5	6
	Pain other than headache	0	1	2	3	4	5	6
<b>NK NG/ COGNITIVE</b>	Feeling "in a fog"	0	1	2	3	4	5	6
	Feeling Slowed Down	0	1	2	3	4	5	6
	Difficulty concentrating	0	1	2	3	4	5	6
	Difficulty Remembering	0	1	2	3	4	5	6
<b>SLEEP ISSUES</b>	Trouble Falling Asleep	0	1	2	3	4	5	6
	Fatigue or low energy	0	1	2	3	4	5	6
	Drowsiness	0	1	2	3	4	5	6
<b>EMOTIONAL</b>	Feeling more Emotional	0	1	2	3	4	5	6
	Irritability	0	1	2	3	4	5	6
	Sadness	0	1	2	3	4	5	6
	Nervousness	0	1	2	3	4	5	6

**Date:** \_\_\_\_\_

**Please indicate**

**how much each symptom has bothered you over the past 2 days.**

Do symptoms worsen with physical activity? Yes\_\_\_\_\_ No\_\_\_\_\_ Not Applicable\_\_\_\_\_ Do symptoms worsen with thinking/cognitive activity? Yes\_\_\_\_\_ No\_\_\_\_\_ Not Applicable\_\_\_\_\_

Activity Level: Over the past two days, compared to what I would typically do, my level of activity has been \_\_\_\_\_% of what it would normally be.

Adapted from Oregon Concussion Awareness and Management Program (OCAMP)  
[http://media.cbirt.org/uploads/files/sports\\_concussion\\_management\\_guide.pdf](http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf)

# TIPS FOR TEACHERS

## Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

Concussion Symptoms	Implications at school	Potential Adjustments in School Setting
<b>PHYSICAL SYMPTOMS</b> <input type="checkbox"/> <b>Headache (most common symptom reported in concussions)</b>	<ul style="list-style-type: none"> <li>• Poor concentration - may vary throughout day;</li> <li>• Can be triggered by fluorescent lighting, loud noises and focusing on tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent breaks</li> <li>• Reduce exposure to aggravators, i.e., turn off fluorescent lights</li> <li>• Rest as needed in nurse's office or quiet area</li> </ul>
<input type="checkbox"/> <b>Dizziness/ Lightheadedness</b>	<ul style="list-style-type: none"> <li>• Standing quickly or walking in crowded environment may present a challenge Often</li> <li>• provoked by visual stimulus (rapid movements, videos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to put head down if symptoms worsen</li> <li>• Early dismissal from class and extra time to get from class to class to avoid crowded hallways</li> </ul>
<input type="checkbox"/> <b>Visual Symptoms</b> <ul style="list-style-type: none"> <li>○ <b>Light sensitivity</b></li> <li>○ <b>Double vision</b></li> <li>○ <b>Blurry vision</b></li> </ul>	<ul style="list-style-type: none"> <li>• Trouble seeing slide presentations, movies, smart boards, computers, handheld computers (tablets)</li> <li>• Difficulty reading &amp; copying</li> <li>• Difficulty paying attention to visual tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce brightness on the screens</li> <li>• Student may wear hat or sunglasses in school</li> <li>• Audiotapes instead of books</li> <li>• Seat student close to center of classroom activities (preferential seating if blurry vision)</li> <li>• Turn off fluorescent lights</li> <li>• Cover one eye with patch/ tape or one lens if glasses are worn (double vision)</li> </ul>
<input type="checkbox"/> <b>Noise Sensitivity</b>	<ul style="list-style-type: none"> <li>• Troubles with various noises in several school settings: Lunchroom, shop classes, music classes (band, choir), physical education classes, hallways</li> <li>• Organized sports practice</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to eat lunch in quiet area with classmate</li> <li>• Limit or avoid band, choir or shop classes</li> <li>• Avoid noisy gyms and organized sports practices and games</li> <li>• Consider use of earplugs</li> <li>• Early dismissal from class to avoid crowded, noisy hallways</li> </ul>

<p><b>THINKING/COGNITIVE SYMPTOMS</b></p> <ul style="list-style-type: none"> <li>□ <b>Difficulty concentrating or remembering</b></li> </ul>	<ul style="list-style-type: none"> <li>• Challenges learning new tasks and comprehending new material (slowed processing speed)</li> <li>• Difficulty recalling and applying previously learned material</li> <li>• Lack of focus in the classroom</li> <li>• Difficulties with test taking, including standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid testing or completion of major projects during recovery time when possible</li> <li>• Provide extra time to complete nonstandardized tests in a quiet environment</li> <li>• Postpone standardized testing when possible</li> <li>• Consider one test per day during exam periods</li> <li>• Assess knowledge using multiple choice instead of open-ended questions</li> </ul>
<p><b>Concussion Symptoms</b></p>	<p><b>Implications at school</b></p>	<p><b>Potential Adjustments in School Setting</b></p>
<p><b>THINKING/COGNITIVE SYMPTOMS (cont'd)</b></p>		<ul style="list-style-type: none"> <li>• Consider use of preprinted notes, note taker, scribe or reader for oral testing</li> <li>• Consider tape recorder for note taking</li> <li>• Reduce the cognitive load &amp; focus on the most important concepts for student to know – quality vs. quantity</li> <li>• Consider decreasing homework and reducing make-up work</li> <li>• Provide both oral and written instructions; clarify instructions</li> </ul>
<p><b>SLEEP ISSUES</b></p>	<ul style="list-style-type: none"> <li>• Excessive fatigue can hamper memory for new or past learning or ability to attend and focus</li> <li>• Insufficient sleep can lead to tardiness or excessive absences</li> <li>• Difficulty getting to sleep or frequent waking at night may lead to sleeping in class</li> <li>• Excessive napping due to fatigue may lead to further disruptions of the sleep cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for late start or shortened school day to catch up on sleep</li> <li>• Allow rest breaks during day if needed</li> </ul>

<b>EMOTIONAL/MOOD SYMPTOMS</b>	<ul style="list-style-type: none"> <li>• Sadness, Irritability, changes in mood, nervousness, anxiety may affect social relationships with adults and peers</li> <li>• Student may feel scared, angry or depressed as a result of the concussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an emotional support plan for the student. This may include an adult with whom the student can talk if feeling overwhelmed</li> <li>• Mental fatigue may result in emotional meltdowns</li> <li>• Allow “signal” for student to remove himself/herself from classroom to deescalate</li> <li>• Provide reassurance that what they are feeling is typical in the course of recovery – i.e., concern about getting behind in school work and/or grades</li> <li>• Share difficulties and progress with parents, CMT contact person, medical personnel, athletic coaches/ trainers as appropriate</li> </ul>
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Sources: Halstead, M., McAvoy, K., et al. *Returning to Learning Following a Concussion.*

Pediatrics: originally published online October 27, 2013.

<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867> Oregon

Concussion Awareness and Management Program (OCAMP)

[http://media.cbirt.org/uploads/files/sports\\_concussion\\_management\\_guide.pdf](http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf)

## NE Concussion Management Recommended Best Practices

(Adapted from CDC, OCAMP Advisory group June 2010 and Oregon Concussion Awareness and Management Program)

### A Collaborative Team Approach

Student notifies parent of possible concussion

- Athletic Trainer/Coach removes athlete from playSchool

Concussion Occurs If, athlete SAME DAY-

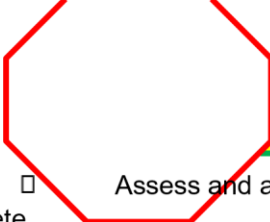
- Parent contacts healthcare provider and obtains medical confirmation of concussion
- Parent notifies school – Signs Consent for Release of Information that allows for two-way communication between the school and the

Concussion Management Team (CMT) healthcare provider

- Health Care Professional\*\* □ CMT notified of concussion
- Parents\*\*
- School administrator or designee\*\*



- Athletic Director **Concussion Management Team (CMT) Responsibilities**
- Athletic Trainer



- **Coach** □ Assess and address physical, cognitive, behavioral, emotional symptoms of concussed student/athlete

- **School Nurse**

- **Teacher** □ Develop individual plan for schedule adjustments, supports, academic and physical

- **Counselor** activity, including PE, as appropriate and share with school personnel, student and

- **Speech Pathologist** parents (SAT team)

- **School Psychologist** □ Teachers, Parents, Coaches & Student: communicate, monitor and document

- **Student athlete** symptoms and academic progress

**\*\*Essential CMT members**

- CMT meets regularly to review and adjust accommodations and notifies school staff of updates

- CMT offers resources on concussions to parents

- **Contact BIRSST Team for assistance or resources**

- Follow a **gradual Return-to-Activity** for academics and athletics

- When student is **symptom free** and CMT certifies there are **no academic concerns**, written clearance from medical provider and written permission for return to activity from parents is obtained, student returns to academics with no adjustments or accommodations

- Student begins Return to Play process

- Document concussion in student's education file

- If symptoms last more than 3-4 weeks, provide follow-up assessment

- Rtl, SAT Team, Possible 504 Plan or special education referral



**If symptoms reappear,**

**return to previous**

**concussion management**

• When **SYMPTOM-FREE,**

**plan; notify parent and**

**ATHLETICS!full activity**



- Student returns to **ACADEMICS AND**

- **health care professional.**  
**Cleared by health care**

**professional and CMT**

### Information from Teachers for CMT

Date:  Student Name:

Date of Concussion:

**To Teachers:** The above named student has been diagnosed with a concussion. Please indicate if you are seeing physical, cognitive, emotional or sleep/energy symptoms in your classroom related to this concussion, or if you have concerns about this student's progress, please state them below. Thank you for your valuable feedback.

Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please explain:	Is this student performing at their pre-concussion learning level? Yes or No? If NO, please explain:

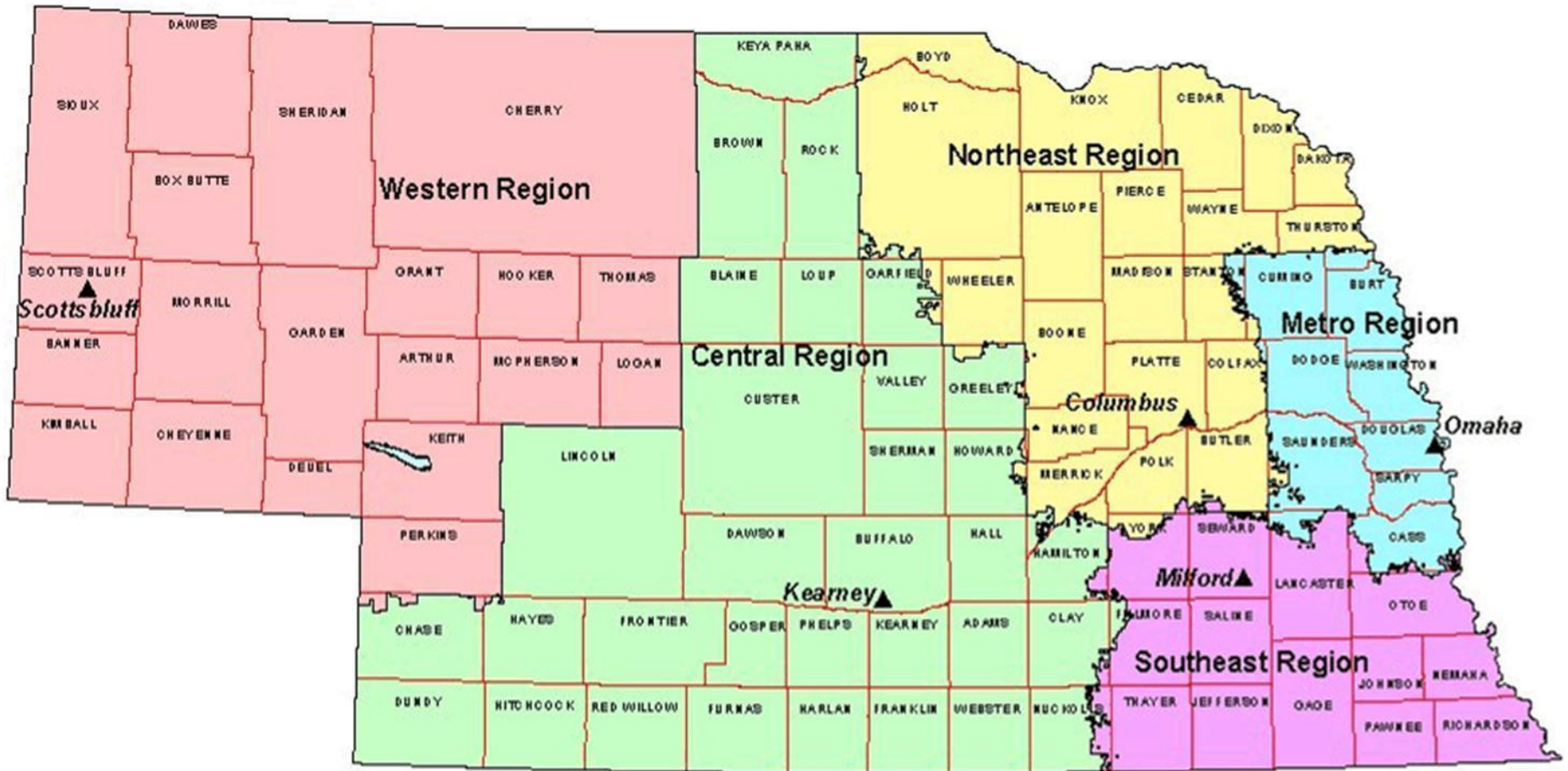
A fillable version of this document is available at: <http://www.education.ne.gov/sped/birsst.html>

## BIRSST - Brain Injury School Support Team Contacts 2013-2014

<b>Central Region</b>	<b>Kristine Einspahr</b> ESU #10 76 Plaza Boulevard Kearney, NE 68848	(308) 237-5927 X 314 keinspahr@esu10.org
<b>Metro Region</b>	<b>Greg Gaden</b> ESU #3 6949 S. 10th Omaha, NE 68128  <b>Andrea McDonald</b> ESU #2, #3 and \$19  <b>Lou Bauer</b> ESU #2	(402) 597-4934 (402) 610-4240 (cell) ggaden@esu3.org  (402) 350-5622 andrea.mcdonald30@gmail.com  (402) 721-7710 X 209 lbauer@esu2.org
<b>Northeast Region</b>	<b>Cathy Schroeder</b> ESU #1 211 Tenth Street Wakefield, NE 68756	(402) 287-2061 (712) 490-6571 cschroeder@esu1.org
<b>Southeast Region</b>	<b>Cindy Brunken</b> Lincoln Public Schools 5905 O Street Lincoln, NE, 68510	(402) 436-1902 cbrunk@lps.org

<b>Western Region</b>	<b>Steve Helgeland</b> ESU #13 4215 Avenue I Scottsbluff, NE 69361	(308) 635-3696 shelgeland@esu13.org
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**BIRSST Region Map – 2013-2014**







# BRIDGING THE GAP

From

# CONCUSSION

To the

# CLASSROOM

February 2014



NEBRASKA DEPARTMENT OF EDUCATION

*Return  
to  
Learn*











## BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



On April 8, 2011, the Nebraska Legislature passed the Concussion Awareness Act on a vote of 43- 0. The Concussion Awareness Act became effective in Nebraska on July 1, 2012. The goal of the Act is to provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.

The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.

1. Education: Coaches, Parents and Student Athletes
2. Removal from Play – If a concussion is reasonably suspected
3. Clearance by a Licensed Health Care Professional

While Nebraska law requires a specified Return to Play protocol, equally important in the academic setting is a Return to Activity policy. “Bridging the Gap from Concussion to the Classroom: Return to Learn” was developed to provide guidance to assist Nebraska school districts in developing a concussion management policy, including the provision of appropriate classroom adjustments for concussed students facing learning challenges.

Just as effective concussion management requires communication and collaboration, this document has been developed, reviewed and edited collaboratively by a Concussion Task Force comprised of Nebraska Brain injury School Support Teams (BIRSST) and the following individuals representing several disciplines:

**Nova Adams**, Educational Liaison, Madonna Rehabilitation Hospital

**Cindy Brunken**, Southeast BIRSST Team, Special Education Supervisor, Lincoln Public Schools

**Michelle Hawley-Grieser**, Parent, Nebraska Brain Injury Advisory Council

**Crystal Kjar**, Lincoln Southwest High School, Head Athletic Trainer

**Rusty McKune**, Coordinator, the Nebraska Medical Center, Sports Medicine Program

**Kody Moffatt**, MD, Pediatrics and Pediatric Sports Medicine

**Peg Ogea-Ginsburg**, Nebraska Department of Health and Human Services, Office of Injury Prevention

**Peggy Reisher**, Executive Director, Nebraska Brain injury Association

**Rose Dymacek**, Education Specialist, Nebraska Department of Education, Office of Special Education

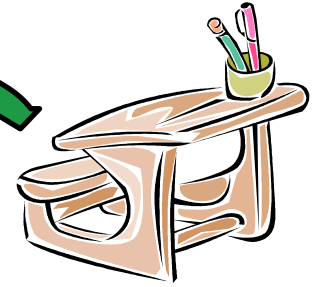








**BRIDGING THE GAP FROM  
CONCUSSION TO THE  
CLASSROOM:  
RETURN TO LEARN**



## What is a Brain Injury?


### **Acquired Brain Injury (ABI)**

- An acquired brain injury is an injury to the brain, which is not hereditary, congenital or degenerative that has occurred after birth. (Includes anoxia, aneurysms, infections to the brain and stroke.)

### **Traumatic Brain Injury (TBI)**

- A TBI is caused by a bump, blow or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from "mild," i.e., a brief change in mental status or consciousness to "severe," i.e., an extended period of unconsciousness or amnesia after the injury. The majority of TBIs that occur each year are concussions or other forms of mild TBI.

### **Concussions**

- A concussion is a type of **traumatic brain injury**, or TBI, caused by a bump, blow, or jolt to the head. A concussion is **any head trauma that causes an altered mental state that may or may not involve a loss of consciousness. Only 10 percent of concussions involve a loss of consciousness!**
  - Concussions can also occur following a fall or a blow to the body that causes the head and brain to move back and forth quickly.
  - This sudden movement can cause the brain to bounce around in the skull, stretching and damaging the brain cells and creating chemical changes in the brain.
-  Health care professionals may describe a concussion as a "mild" brain injury because concussions are usually not life-threatening. Even so, their effects can be serious. (Centers for Disease Control & Prevention)



**A CONCUSSION  
IS  
A BRAIN INJURY!**

3

## Incidence of Youth Concussions in Nebraska

Figure 1. Concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012

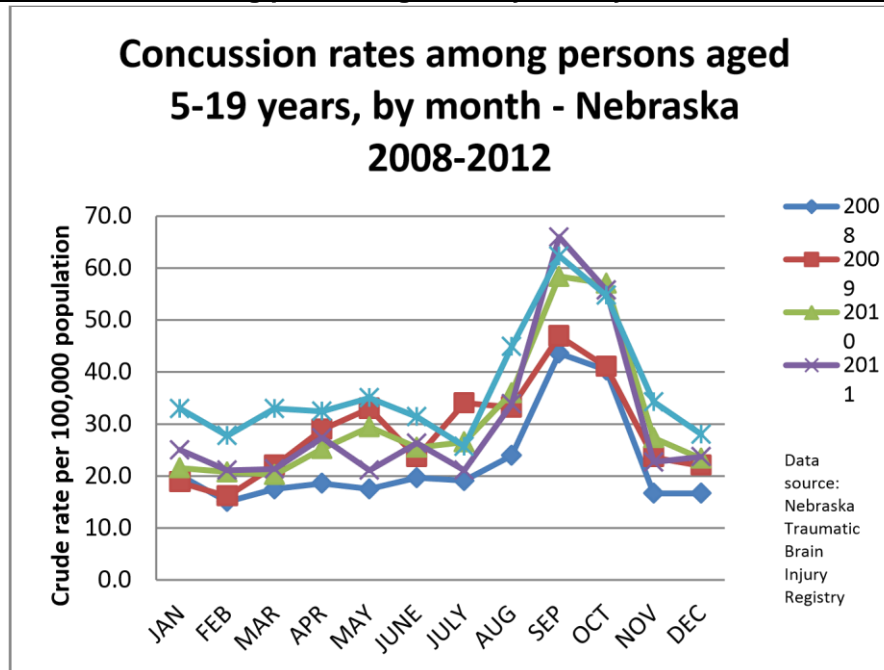
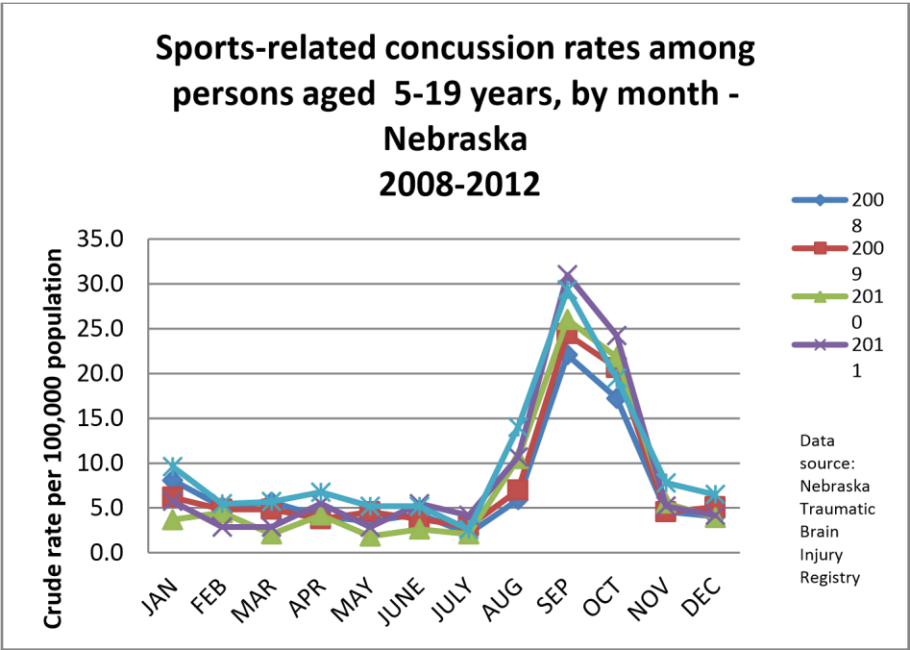


Figure 2. Sports-related concussions among persons aged 5-19 years, by month – Nebraska 2008-2012



**Nebraska Department of Health and Human Services, 2013**

Both figures above show a peak in concussion rates among school-aged Nebraskans in September and October. This trend has been consistent over the past 5 years. Figure 1 also shows that higher rates of concussions were diagnosed in 2012. These graphs represent persons treated in the office of a physician or psychologist or admitted to or treated at a hospital or a rehabilitation center located within a hospital in Nebraska.



## Big Deal?

## Why are Concussions Such a

### A CONCUSSION IS A BRAIN INJURY!

A concussion can occur from an impact to the head.

The most common cause of a concussion is a whiplash type injury, a rapid acceleration of the head. Most concussions (90%) occur without loss of consciousness!

A “ding,” “getting your bell rung,” or what seems to be a bump, blow or jolt to the head can be serious and can mild change the way the brain normally works! (Center for Disease Control



2013). Because of changes in the neurophysiology of the brain, symptoms may continue to develop over the next few hours following an injury.

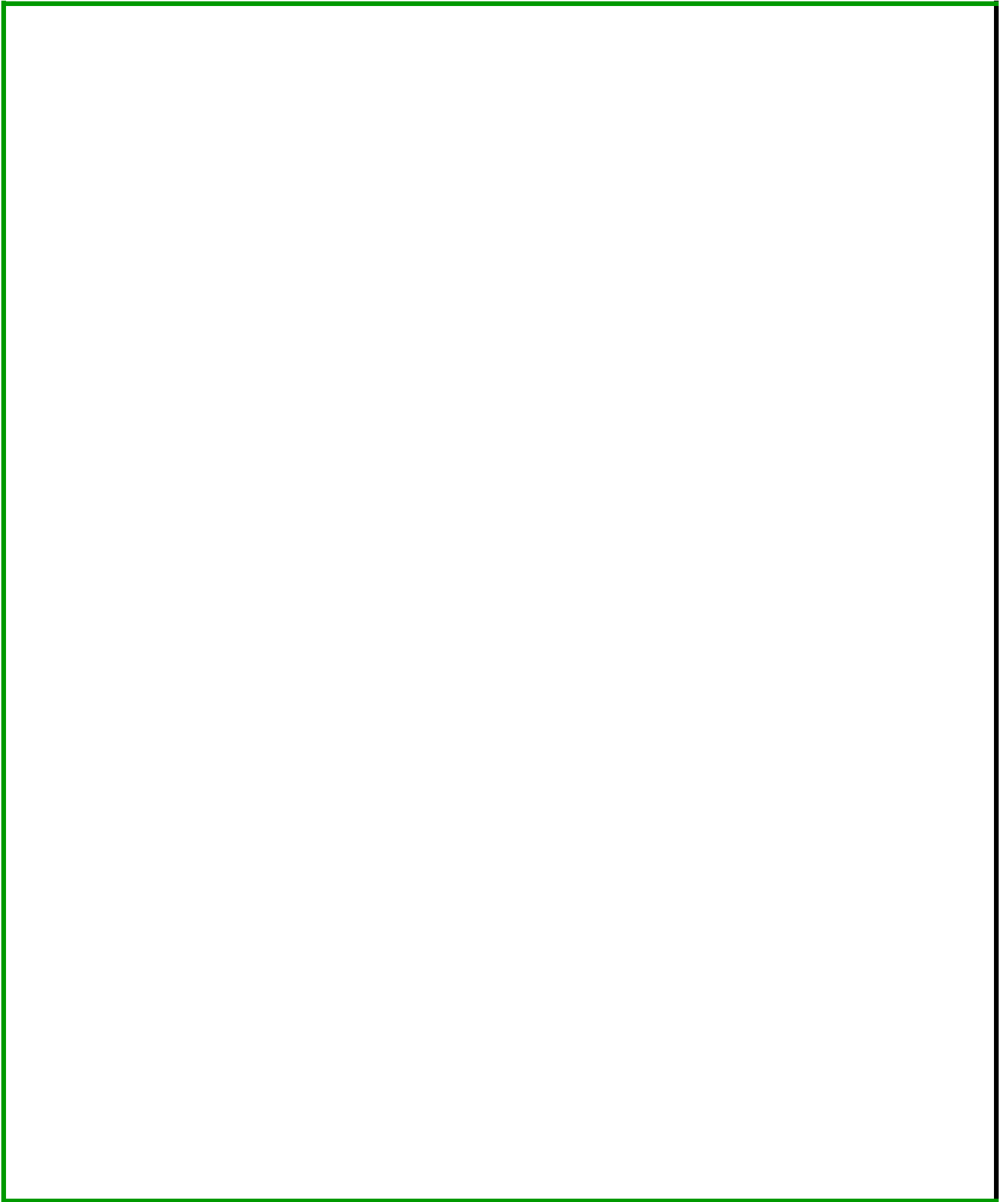
After a concussion, among other effects, connections within the brain become stressed, resulting in the breaking of some connections between different brain areas and limiting the ability of the brain to process information efficiently and quickly. (Molfese 2013)

These changes can lead to a set of symptoms affecting the student's cognitive, physical, emotional and sleep functions, which may result in reduced ability to do tasks at home, at school, or work.

During this time, returning to play or full-time academics before symptoms have cleared can result in **prolonged recovery time or risk of further injury**. Ignoring the symptoms and trying to “tough it out” often makes symptoms worse! “Second Impact Syndrome” may occur when a brain already injured takes another blow or hit before the brain recovers from the first –usually within a short period of time (hours, days, or weeks). A repeat concussion can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage and even death. (Center for Disease Control 2013)

As the chemistry of the brain returns to normal, the symptoms begin to subside and for most people, they resolve within 1 to 6 weeks.

**During the recovery period, it is very important that individuals are monitored for full resolution of symptoms and referred if further evaluation or treatment is needed.** (Terryberry-Spohr 2013)















## Symptoms of TBI/Concussion

School professionals can best support a student's return to school by understanding the effects of concussion and providing the needed academic adjustments and supports. Knowledge of concussion symptoms can help the student and the school team identify the specific needs of the student, monitor changes and provide appropriate accommodations to facilitate the student's recovery and minimize the pressure to return to activities too soon. (CDC 2013)

Symptoms of TBI/Concussion that may affect school performance fall into four categories:

- Thinking/Cognitive/Remembering
- Sleep
- Physical Symptoms
- Emotional/Mood Symptoms



### **Thinking/Cognitive Red Flags**

Look for increased difficulty with:

- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance

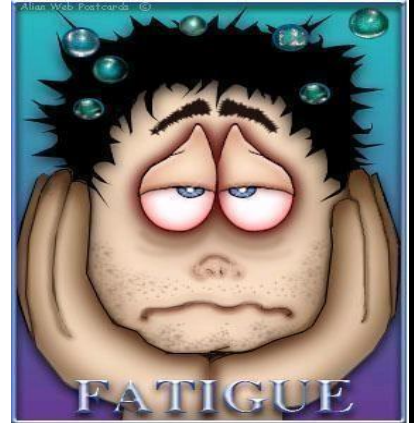




## Sleep Red Flags

Sleep symptoms tend to last longer than other symptoms. Look for increased:

- Drowsiness
- Sleeps more than usual
- Sleeps less than usual
- Difficulty falling asleep
- Fatigue – tired, having no energy















## Physical Red Flags

Look for increased difficulty with:

- Headaches
- Fuzzy or Blurred Vision (visual problems)
- Balance problems
- Dizziness
- Nausea, vomiting
- Sensitivity to light
- Sensitivity to noise
- Disorientation



## Social Emotional Red Flags

Look for increased difficulty with:





- Irritability
- Sadness
- More emotional
- Changes in mood
- Nervousness
- Anxiety

**Return to Activity = Return to Learn + Return to Play**



- The Center for Disease Control estimates that 1.7 million traumatic brain injuries occur annually and that 75% of those injuries are mild TBIs (concussions). Concussions occur from sports, falls, playground and bicycle accidents as well as motor vehicle accidents.
- Attention has been given to sports-related concussions because concussion laws have been passed in nearly every state and procedures for Return to Play are familiar to parents, schools and medical personnel.
- Equally important is Return to Learning in the classroom!
- After a concussion, the child or adolescent does not appear to be ill or physically injured. In fact, they may “look” just fine. Nonetheless, a concussion can have direct effects on learning and evidence suggests that using a concussed brain to learn may worsen concussion symptoms and may prolong recovery. (Halstead, McAvoy, et al 2013)
- As the brain is recovering, reducing demands on the brain and avoiding overexertion of the brain at home and at school through a reduction in physical and cognitive activity is beneficial to the recovery of the student
- **Every student and every concussion is different!** No two concussions are the same! The amount of time needed between the injury and the commencement of return to learn activities will vary not only between students, but also between concussions (should a student suffer more than one). A Return to Activity plan is composed of two parts:
  - Return to Academics – a gradual return to school and academic requirements implemented by the teaching staff
  - Return to Play – a gradual return to sports implemented by the athletic staff.
  - Both the return to academics, and when appropriate, the return to play progression should be allowed to progress over time and as symptoms subside.
  - **Please refer to the Return to Academics Progression and Return to Play Progression suggestions at the end of this document. \*\*\***

## Concussion Management: Recommended Best

Pratie



for Nebraska Schols

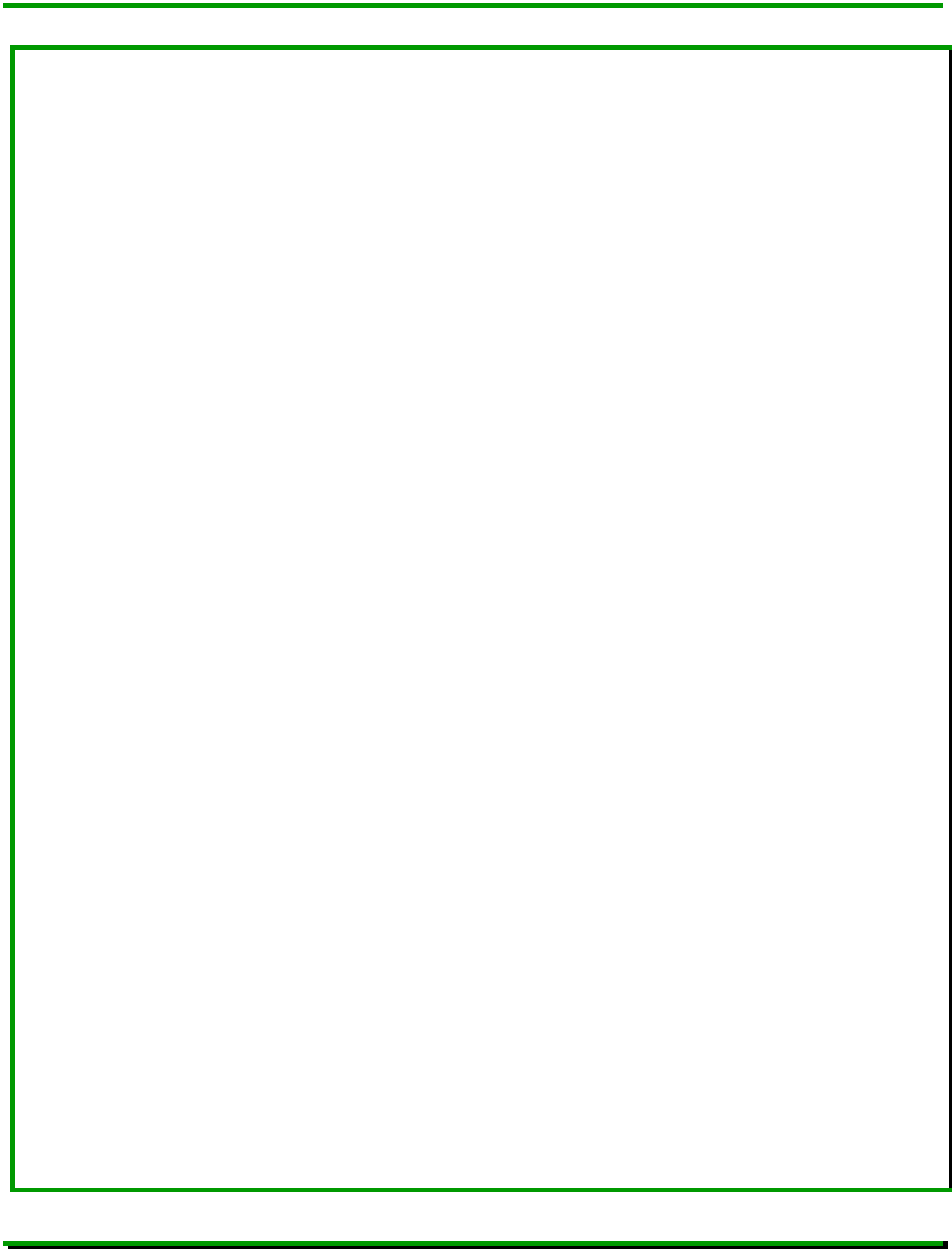
Once a concussion has been diagnosed by a healthcare professional, managing the concussion is best accomplished by creating a support system for the student/athlete. **Communication and collaboration** among parents, school personnel, coaches and athletic trainers, and healthcare providers in overseeing both the return to academics and return to play progressions is essential for the recovery process. Teamwork is required to adjust the treatment and management of the concussion. **Best practice indicates that the student should return to school with a RELEASE OF INFORMATION SIGNED BY THE PARENTS** that allows for two-way

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**communication between school personnel and the healthcare provider.**  
(McAvoy, 2012)





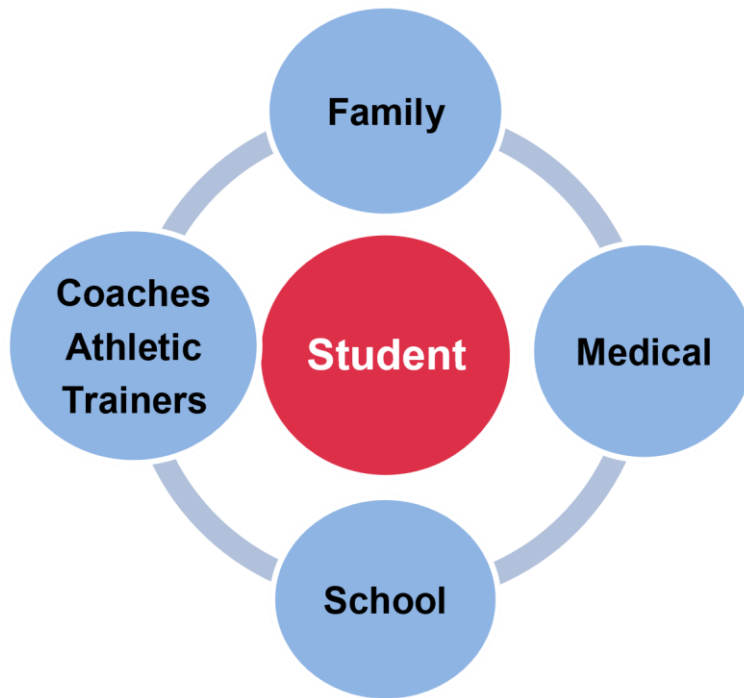








# A collaborative approach with the student as the CENTER





# OF FOCUS!

- Each school district creates a **Concussion Management policy** that incorporates:
- **Knowledge** about concussion as a mild traumatic brain injury
- **Training** for all coaches, athletes, parents, and school staff about concussion management
- **A Concussion Management Team** with a designated contact person.

## The Concussion Management Team

**Members may include:**

<b>Parent(s)*</b>	School Psychologist	<b>Health</b>
<b>School Administrator or designee*</b>	School Counselor	<b>Care</b>
Athletic Director	Occupational Therapist	
Athletic Trainer	Physical Therapist	
Coach	Student Athlete	
School Nurse		
Teacher(s)		
<b>Professional*</b>	<b>Essential members*</b>	
	Speech Language pathologist	





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**Concussion Management Team (CMT) Responsibilities:**

- The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity. The CMT designs the Return to Activity Plan with input from the healthcare provider.
- **CMT** contact person is notified of concussion (by parents or athletic trainers, coaches); CMT contact person notifies parent if concussion occurs during school activity;
- CMT contact person notifies school nurse, athletic trainer/coach and teachers as appropriate;
- **Assess** and document the physical, cognitive, behavioral, emotional and sleep **symptoms** and **needs** of a concussed student/athlete;
- Design an **individual plan** for schedule **adjustments**, supports, academic adjustments (i.e., reduced assignments) and physical activity, including PE, dance, active recess, as appropriate and share with school personnel, student and parents;
- **Teachers, Parents, Coaches, Medical providers & Student** communicate, monitor the effectiveness of the plan and document symptoms and academic progress;
- CMT (SAT) meets regularly to **review the student's symptoms and progress**, make adjustments and notifies school staff and health care professional of updates;
- **Adjustments continue until the student no longer needs academic adjustments as a result of the concussion;**
- CMT offers resources on concussions to parents;
- Contact [Brain Injury Regional School Support Team \(BIRSST\)](#) for assistance or resources;
- Follow a **gradual Return-to-Activity** for academics and athletics;
- **After symptoms subside and CMT certifies there are no academic concerns or adjustments needed and family and coaches agree student is symptom-free without medication, then**
- Written clearance from a medical provider is given if student/athlete is "back to baseline" on neurocognitive measures and
- Written permission for Return to Activity from parents is obtained;
- Student/athlete returns to academic activities without adjustments and begins Return to Play Protocol; **a successful Return to Learn is necessary before approval for Return to Play. (McAvoy, 2012).** • Document concussion in student's education file;
- If symptoms last more than 3 – 4 weeks, follow-up assessment and academic adjustments may need to be strengthened or remain in place longer;
- If problems persist, academic accommodations and student supports may be provided through an (Response to Intervention (Rtl) Plan, a Health Plan or a 504 Plan;
- The majority of concussed students will not require an IEP; however, a small percentage of students may require a special education referral.

- Parents and medical professions seek medical explanation and treatment for slowed recovery and schools continue to provide appropriate supports.
- **Keep in mind that progression is individual for each student!**

## Return to Learn **BEFORE** Return to Play!

If a student athlete continues to receive academic adjustments due to the presence of any symptoms, they should be considered symptomatic and not be allowed to resume physical activity. McAvoy, Returning to Learn: Going Back to School Following a Concussion. Communique on line, April 2011.

### Brain Injury Regional School Support Teams (BIRSST)

- Nebraska has five regional BIRSST teams
- Refer to attached **map** for **BIRSST team locations and contacts**
- BIRSST teams can assist school districts in:
  - Identifying strategies to support student success
  - Providing information on brain injury and resources
  - Providing training and consultation for Concussion Management Team



### Tips for Teachers

Symptoms of concussion often create learning difficulties for students. Immediately after diagnosis of a concussion, an individualized plan for learning adjustments should be initiated with a gradual, monitored return to full academics as symptoms clear. Typical classroom adjustments and accommodations include:

- Reduce course workload
- Decrease homework
- Allow breaks during the day, i.e. rest in quiet area
- Allow additional time to complete assignments
- Provide instructor's notes, outline or study guide for student



- Avoid over-stimulation (noise and light)
- Avoid testing or completion of major projects during recovery time when possible

Refer to **Tips for Teachers** in Appendices for additional adjustments or accommodations.

## Tips for Parents

- Parents play a key role in maximizing the child's recovery from a concussion.
- Parents take student to ER or contact the child's healthcare provider immediately after the concussion.
- After the diagnosis of a concussion by the healthcare professional, parents monitor symptoms and activities at home.
- Parents enforce rest, both physical and cognitive, and ensure that the child receives sufficient sleep and engages in quiet, restful activities immediately after a concussion.
- Parents take student to follow-up appointments with the healthcare provider.
  - For the first few days, the student/athlete may have symptoms that interfere with concentration and may need to stay home from school to rest for a day or two and refrain from:

- Watching TV
- Playing video games
- Texting
- Working/playing on computer
- Driving
- Use of Cell phone
- Blowing on a musical instrument
- Piano lessons



- Light mental activities can resume as long as symptoms do not worsen. When the student/athlete can tolerate 30-45 minutes of light mental activity, a gradual return to school can commence.

- Parents monitor and track symptoms at home and communicate regularly with the school Concussion Management Team (CMT) Coordinator and/or health care provider.
- Parents sign Permission for two-way Release Information between the medical provider and the school district.
- Parents may request information from the school CMT on concussions.
- Parents are aware of academic adjustments in the school setting.
- Deliver medical clearance from the healthcare provider to the CMT when appropriate.

## References

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[http://www.cdc.gov/concussion/pdf/TBI\\_Returning\\_to\\_School-a.pdf](http://www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf)
2. Giza C., Kutcher J., *et al.* Summary of evidence-based guideline update: Evaluation and management of concussion in sports. *Neurology*, 2013: 10.1212/WNL.0b013e31828d57dd.
3. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
4. McGrath, N. (2010). Supporting the Student-Athlete's Return to the Classroom after a Sport Related Concussion. *Journal of Athletic Training*, 45(5), 492-498.
5. McAvoy, K. (2013). *REAP the benefits of good concussion management*. Centennial, CO: Rocky Mountain Sports Medicine Institute Center.
6. McAvoy, K. (2012). Return to Learning: Going Back to School Following a Concussion. *NASP Communique* online. March/April.

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7. McCrory P., Meeuwisse W., Aubry M., *et al.* Consensus Statement on Concussion in Sport: the 4<sup>th</sup> International Conference on Concussion in Sport. *Br J Sports Med.* 2013; 47: 250-258
  8. Orcas (2011). *Brain Injury 101: Concussion Management. Policy and Resource Handbook.* Retrieved from <http://brain101orcasinc.com>
  9. The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide.* Retrieved from <http://www.cbirt.org>



WHAT CAN **YOU** DO TO CHANGE THE CULTURE OF



**CONCUSSION IN NEBRASKA?**



- ✓ Educate ➤ Parents
- ✓ Communicate ➤ Students
- ✓ Collaborate ➤ Schools



Physicians

# Wear your helmet!

## **Frequently Asked Questions about the New Concussion Awareness Law, LB 260**

When does this law become operative?

- July 1, 2012

Who is covered by the new law?

- Students in approved or accredited public, private, denominational or parochial schools (College is not covered in the law).
- Athletes 19 years of age or younger that participate in organized sports (any city, village, business or nonprofit that organizes sports, charges a fee or is sponsored by a business or nonprofit organization.)

Who can clear an athlete?

- A licensed health care professional: physician or licensed practitioner under the direct supervision of a physician, a certified athletic trainer, a neuropsychologist; or
- Some other qualified individual who (a) is registered, licensed, certified or otherwise statutorily recognized by the state of Nebraska to provide health care services **and** (b) is *trained in the evaluation and management of traumatic brain injuries among a pediatric population.*

What do Schools and sports organizations need to do?

- Make available training approved by the Chief Medical Officer to all coaches.
- Requires information be provided on an annual basis to students/athletes and parents or guardians prior to the start of practice of competition. The Chief Medical Officer will have examples of this information on the website.

When should a student/athlete be removed from play?

- When they are reasonably suspected of having a concussion by a coach or licensed health care professional who is professionally affiliated with or contracted by the school.
- Such student/athlete shall not be permitted to participate in any supervised team athletic activities until cleared.
- Notification of the parent or guardian of the date and approximate time of the injury and the signs and symptoms of a concussion that were observed and any action taken to treat the student/athlete.

When can the student/athlete return to play?

- When they have been evaluated by a licensed health care professional,
- Received written clearance from the LHC professional,
- And has submitted the written and signed clearance along with the written permission to resume participation from the student/athlete's parent or guardian.


Who keeps record of the clearance and permission?

- That is up to the school and sports organization.

What does this mean to liability?

- Nothing in the Concussion Awareness Act shall be construed to create liability for or modify the liability or immunity of a school, school district, city, village, business or non profit.

Where will the training and information be available?

- The Chief Medical Officer of Nebraska will post the coaches trainings and examples of the information sheets that schools and organizations can use at:   
<http://www.dhhs.ne.gov/hpe/injury/>

## SPORTS-RELATED CONCUSSIONS

- CONCUSSION: ■ A complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces (McCrory et al, 2008).
- A clinical syndrome characterized by immediate and transient post-traumatic impairment of neural functions.
  - Traumatically induced alteration in neural status, with or without loss of consciousness (LOC).

Coaches, Parents, Athletes/Teammates should be able to **RECOGNIZE** the signs and symptoms of a potential head injury. If at any time an athlete presents with any symptoms, they should be removed from play immediately and not allowed to return. It is not, nor should it be, the responsibility of a coach or anyone else without specialized training to determine **RETURN TO PLAY** decisions for athletes having sustained a concussion. This responsibility is to be left to a medical physician (M.D., D.O.), or appropriate licensed healthcare professionals with formal training and experience in managing sports-related concussions, where doing so falls within their scope of practice and state licensure. All athletes suspected of having sustained a concussion must be evaluated by appropriate healthcare professional.

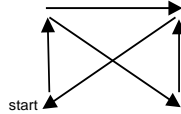
### Hallmark Signs of a Concussion

Dizziness	Disorientation
Confusion	Memory Difficulties

Concussions not only result from a substantial blow to or collision with the head, but also result from repeated minor blows over time (hours, days, weeks) where such circumstance may be much less apparent to the untrained. Many head related catastrophes and fatalities do not arise from the blow on the day of the injury – but from exacerbation of an earlier blow that did not heal. No athlete suspected of having a concussion should return to play on the same day showing ANY of the following findings, signs, symptoms, or abnormalities while at rest, AND during physical exertion:

1. **Prior History of a Concussion (risk factor)**
2. **Any Loss of Consciousness (LOC)**
3. **Any Post-Traumatic Amnesia**
  - Retrograde* - questions centered on memory of events preceding injury episode
  - Anterograde* - 5-item memory recall, delayed call (20 min.) *elbow-apple-carpet-saddlebubble (SAC-Form A) baby-monkey-perfume-sunset-iron (SAC-Form C)*
4. **Any Post-Concussion Sign or Symptom**
  - Refer to Post-Concussion Sign & Symptom Checklist on reverse side.
5. **Any Neurologic Abnormality**
  - Concentration: name days of week/months backwards; count backwards from 100 by 7 describe sport/position specific plays, assignments, responsibilities
  - Balance - BESS; Romberg Test (close eyes and stand without waivering; touch nose)
  - Pupils: equal and reactive to light (PEARL); consensual light reflex
  - Eyes: visual acuity & peripheral field of vision movement - track

convergence of eyes while looking finger to nose movement - track eyes following finger in a similar course shown below



#### **6. Neurocognitive Post-Injury Testing scores below baseline (if available).**

This information is made available only for helping coaches better understand and recognize sports concussions. It is not intended, nor should it be used to make return to play decisions by a coach or anyone else without advanced formal education and training in managing sports concussions.

## Can You Recognize the Signs and Symptoms of a sports-related Concussion?

### Signs and Symptoms of Concussion

- Prior history (risk factor)
- Loss of consciousness
- Amnesia
- Confusion and disorientation
- Difficulty concentrating or remembering
- Headache, persistent or pronounced
- Nausea/Vomiting
- Unbalanced/Dizziness/Coordination Disturbance
- Fatigue
- Asks repeated questions/Answers slowly
- Feeling mentally "foggy"/Slowed down
- Sensitivity to light or noise
- Numbness/Tingling
- Visual disturbances
  - Blurred/Peripheral vision
  - Eye movement
  - Pupillary reflexes
- Sleep disturbances
  - Sleeping less or more than normal
  - Drowsiness
  - Difficulty falling asleep
- Emotional changes
  - Irritability
  - More emotional/Sadness
  - Nervousness

### Loss of Consciousness (LOC)

- Only 9% of concussions involve LOC.
- Observation of LOC, at the time of concussion, must be viewed as reflecting a potentially worrisome traumatic brain injury.
- LOC, followed by more severe acute neural status abnormalities, carry a greater risk of intracranial pathology.
- The lack of LOC should not be considered indicative of a concussion of lesser severity.

### Amnesia (Loss of Memory)

#### Retrograde Amnesia

- Loss of memory of events immediately preceding injury.
- Typically affects short-term memory centers i.e. questions as to earlier daily events (classes, meals), game location, game phase, scoring, opponents, play assignment at time of injury.

#### Anterograde Amnesia

- Deficit in forming new memory of events after the injury.
- Failure to recall: line of questioning post-injury, being assisted off field, final score, showering/dressing after game, or departing event/ride home, asks repeated questions.
- Only 24% of concussions involve post-traumatic amnesia.
- Those who experience immediate amnesia have more persistent symptoms than the small minority who briefly lose consciousness.
- Presence of post-traumatic amnesia, at time of injury, indicates a more involved injury and demands immediate, without question, cessation of athletic activity that day.

### CT and MRI Neuroimaging

- Instruments that study structure and not function, therefore insensitive to subtleties of concussion injury.

### Management Guidelines

- Any athlete with a suspected concussion should be removed from play, medically assessed, and monitored for deterioration (not left alone, or allowed to drive motor vehicle).
- No athlete under 19 years old should be allowed to participate in practices or games with presence of ANY symptoms of a concussion.

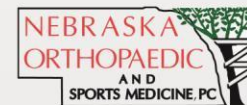
### Return to Play Guidelines

When athletes return to play following a concussion, they should follow a stepwise, symptom-free program, with stages of progression.

1. Rest until symptom-free (physical and exertional)
2. Light aerobic activity (stationary bike, swim)
3. Sports-specific exercises (no weightlifting)
4. Non-contact training drills (light resistance training)
5. Full-contact training, only after medical clearance
6. Return to competition
  - After Step 1, sustain activity for 30-45 minutes
  - A minimum of 24 hours should lapse between steps
  - Should symptoms return at any point, the athlete is to stop and rest. After being symptom free for at least 24 hours, they may resume progression at the step preceding when symptoms returned.

### The Hidden Dangers of Concussions

- Many head-related catastrophes do not arise from the blow on the day of the catastrophe but from an exacerbation of an earlier blow that did not heal.
- Nearly 60% of catastrophic head injuries report prior history of head injury, more than 70% of these report a head injury during the same season.
- Nearly 40% of catastrophic head injuries report playing with residual symptoms.



† Saint Elizabeth  
Regional Medical Center

Nebraska  
Sports  
Concussion  
Network

### Nebraska Sports Concussion Network & Testing Program

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Nebraska  
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† Saint Elizabeth  
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Nebraska  
Sports  
Concussion  
Network



# Nebraska

# Sports

## Concussion Network & Testing Program

The Nebraska Sports Concussion Network is a collaboration of Nebraska medical facilities, allied healthcare professionals, high school athletic programs, and local medical providers with a common goal to improve the health and well-being of high school athletes. Our aim is to implement neurocognitive testing in athletic programs, where safer, more consistent decisions on concussion management can be made for the concussed athlete.

### What is Neurocognitive Testing?

- Evaluation of multiple aspects of brain function, including memory, attention, brain processing speed, concentration, reaction time, and post-concussion symptoms.

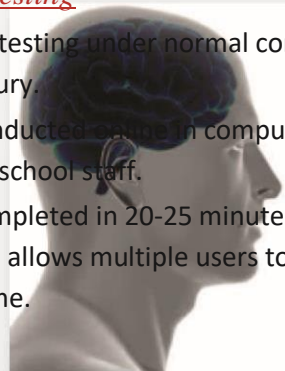
- Usually performed in preseason, Baseline Testing offers a “snap-shot” of the brain functioning under normal conditions.
- If an athlete sustains a concussion, the athlete is tested again “post-injury.” Postinjury test scores are then compared to baseline scores and assessed for abnormalities or deficiencies.
- Safer, more consistent concussion management and return to play decisions are based on when post-injury scores return to baseline (normal).

### What is ImPACT Testing?

- ImPACT concussion testing is a computerbased, neurocognitive exam designed specifically for the management of sportsrelated concussions.
- More sensitive to brain function than pencil and paper tests.
- Generates graphic reports showing baseline scores comparison with post-injury testing scores.

### Baseline Testing

- Preseason testing under normal conditions prior to injury.
- Testing conducted using computer labs at schools by school staff.
- Testing completed in 20-25 minutes; application allows multiple users to be tested at same time.



### Post-Injury Testing

- Baseline data saved on secure server and accessed if an athlete sustains a head injury requiring post-injury testing. Post-Injury Testing
- If an athlete sustains a concussion, they are tested again after being symptom– free.
- Post-injury testing is conducted by ImPACT credentialed physicians or by a school’s athletic trainer.
- ImPACT generates a graphic report showing the comparisons of baseline and post-injury scores.

### Why the need for testing?

#### Athletes continue to play with concussions.

- An athlete may feel concussion is not serious enough to report.
- An athlete may be unwilling to leave game.
- Athletes may not realize a concussion was sustained.
- Athletes succumb to pressures to “suck it up and play” or “doesn’t want to let teammates down.”
- Denial, disregard, and placing the game before safety put an athlete in peril.

### What is a Concussion?

- A complex pathophysiological process affecting the brain, induced by a direct blow to the head or an ‘impulsive’ force transmitted to the head.

- Has rapid onset of short-lived neurological impairment that resolves spontaneously.
- Acutely, symptoms largely reflect a functional disturbance, rather than structural injury.
- Symptoms may or may not involve loss of consciousness, where resolution follows a sequential course.

### Facts about Sports-related Concussions

- Concussion injuries typically account for 36% of all athletic injuries occurring in high school collision and contact sports.
- Approximately 10% of high school athletes in contact or collision sports risk head injury.
- Between 15 - 20% of football players risk being concussed.
- Nearly 65% of all concussions in high school sports occur in football; all other sports combined account for the remaining 35%.
- After sustaining a head injury, an athlete is four-six times as likely to sustain a second head injury.
- High school athletes recover much slower from a concussion than collegiate or professional athletes.
- Concussions can occur from repeated, minor blows to the head, where the cumulative effect can leave the brain vulnerable to serious injury.

### The Value of Neurocognitive Testing

*The symptoms of a concussion will generally resolve prior to the neurocognitive brain functions (memory, concentration, reaction time, attention, and processing speed) returning to normal. Therefore, the return to play decision is now placing a greater emphasis on brain functions and the value of neurocognitive testing for concussed athletes.*

Nebraska

Sports

Concussion

Network





## Neurocognitive Concussion Testing & The ImPACT™ Test

At the forefront of concussion management is the implementation of neurocognitive testing in athletic programs. Such evaluation can help to objectively evaluate the concussed athlete's post-injury condition and track recovery for safe return to play, thus preventing the cumulative effects of concussion or returning an athlete to play too soon who has not fully recovered.

Neurocognitive testing can be in the form of a pencil-and-paper test (SAC, SCAT2) or a computerized test (ImPACT, ANAM, Headminder, CogSport). Pencil-and-paper tests remain an effective tool for coaches to use on the sideline to assess athletes with potential head injury. But pencil-and-paper tests lack sufficient sensitivity over an extended period of time for medical and healthcare professionals to base critical management and return to play decisions. After 2-3 days post-injury, pencil-and-paper tests are ineffective and may not reveal the presence of a concussion injury (false-negative). While concussion recovery often necessitates 1-3 weeks, some require more time where computerized neurocognitive testing is much more sensitive to brain function for many weeks and months post-injury.

Computerized applications have been available in recent years to individual schools and teams at an annual cost of \$500-\$800, making it cost-prohibitive for many schools. Recently, ImPACT Testing Services, Inc. fashioned a testing program model for healthcare networks having met specific medical criteria with access to specific resources. Such testing is now more cost-effective for schools, where many schools have their testing funded through local/area resources. As a result, the Nebraska Sports Concussion Network & Testing Program (**NSCN**) was developed and will assist schools to implement, and where possible, fund a concussion testing program using the ImPACT Test.

### **ImPACT Test™**

ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is an on-line, user-friendly computer-based testing program specifically designed for the management of sports-related concussion. ImPACT is a research-based software tool developed at the University of Pittsburgh Medical Center that evaluates multiple aspects of neurocognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.

Current ImPACT clients include all NFL & NHL teams, MLB, including all umpires, and numerous NCAA Division I Football Programs, including the University of Nebraska-Lincoln. Other athletic programs in Nebraska currently implementing the program include: Doane College, Concordia Univ., Peru State College, UNK, UNO, all 6 Lincoln Public Schools high schools, Aurora HS, Bellevue East HS, Columbus HS, Columbus Scotus HS, Elkhorn HS, Norris HS, Lincoln Pius X HS, North Platte HS, Ogallala HS, South Sioux City HS, and Waverly HS, in addition to nearly 100 other high schools in Nebraska since 2010.

### **Baseline Testing**

*Baseline Testing* refers to neurocognitive testing under normal conditions before injury, often conducted in the pre-season. The baseline test gives us a snapshot of how one's brain functions in normal, everyday circumstances. Baseline testing is conducted on-site at schools by trained school staff with assistance from athletic trainers trained in ImPACT testing. Using a school's computer lab and internet to log onto an online testing website, multiple users (~10-20) can be tested at the same time. It takes ~25 minutes to complete the baseline test. The testing application formulates "baseline data" which are stored on a secure server at ImPACT Testing Services, Inc. which can be retrieved anytime at a later date if an athlete sustains a concussion.

### **Post-Injury Testing**

In the event an athlete sustains a concussion, the athlete is tested again post-injury. *Post-injury testing composite scores* are then compared to the baseline scores acquired earlier before a concussion injury affected brain function. Therefore, baseline testing only becomes of value when post-testing is utilized after a concussion injury. We estimate 10% of athletes on average in collision and contact sports (15%20% of football players) will risk concussion injury necessitating post-injury testing.

*Post-Injury Testing* is conducted by medical or appropriate healthcare professionals having specialized training and credentialing by ImPACT to interpret and evaluate post-testing composite scores for deficiencies or abnormalities. These trained professionals will objectively base their management and return to play decisions on post-test comparisons, depending on when post-test scores return to baseline, among other clinical considerations. Hence, better, safer, and more consistent decisions can then be made about an injured athlete returning to play. Subjectivity is much less apparent, and an athlete can potentially be allowed back sooner, rather than their return to play being delayed by uncertainty or overly conservative measures.

*Post-Injury Testing* may be conducted as early as 24-72 hrs. post-injury, but is often conducted once a concussed athlete is symptom-free (asymptomatic), depending on the clinician managing the athlete's condition. When post-concussion testing is opted for on-line, another form of the test is selected having a different word and design list, as well as other randomized stimuli. This feature is incorporated into ImPACT to help reduce the practice or learning effects often associated with neuropsychological measures. Given this issue, multiple forms are utilized for each post-injury testing session. On occasion, multiple post-injury tests (serial testing) may be conducted to monitor an athlete's recovery over time.

If post-injury testing scores have not recovered in sufficient time (usually within 3-4 weeks), the athlete may be referred to a neuro-specialist with advanced, formal training in treating head injuries, i.e. Neurosurgeon or Neuropsychologist.

### **Testing Cycle**

Baseline testing offered through the Nebraska Sports Concussion Network will be available to 9<sup>th</sup> through 12<sup>th</sup> grade athletes participating in collision and contact sports having the highest incidence of concussions [football, volleyball, basketball, wrestling, diving, soccer, track-jumpers, baseball, and softball]. Schools wanting to baseline test non-contact sports [cross-country, golf, tennis, swimming, track-runners] or any other groups, i.e. middle school athletes, will have the option to arrange for and purchase baseline tests at a cost of \$5/test.

During a school's 1<sup>st</sup> year of testing, baseline testing will be conducted on everyone within the identified groups. Thereafter, an athlete's baseline testing is then conducted on a 2-year cycle, with testing of incoming 9<sup>th</sup> graders, and those entering 11<sup>th</sup> grade performed each year. Any newcomers to an athletic program, or those having sustained a concussion the previous year, will be tested each year as well.

## Concussion Symptom Inventory (CSI)

What team did



 **Saint Elizabeth**  
Regional Medical Center

Nebraska  
Sports  
Concussion  
Network

you play last  
week?

### **Orientation**

*Ask the  
athlete the  
following  
questions.*

Which  
period/half is  
it now?

Who scored  
last in today's  
game/event?

Did your team win the last game/event? What time is it right now? (within 1 hr.)

Player Name: \_\_\_\_\_

Date of Injury: \_\_\_\_\_ Date of Exam: \_\_\_\_\_

	<i>absent</i> 0	<i>mild</i> 1 2	<i>moderate</i> 3 4	<i>severe</i> 5 6	Score
Headache					
Nausea					
Balance problems/Dizziness					
Fatigue					
Drowsiness					
Feel like "in a fog"					
Difficulty concentrating					
Difficulty remembering					
Sensitivity to light					
Sensitivity to noise					
Blurred vision					
Feeling slowed down					
Other symptoms evident since injury?				<b>Total:</b>	

Used with permission: Randolph, C, Millis, S, Barr, WB, McCrea, M, Guskiewicz, KM, Hammeke, TA & Kelly, JP. Concussion Symptom Inventory: An Empirically Derived Scale for Monitoring Resolution of Symptoms Following Sports-Related Concussion. Arch. Clin. Neuropsych, 24 (2009) 219-229.

*Anyone under 19 years old should not be allowed to return to play while presenting with any SYMPTOMS of a potential head injury*

[www.nebsportsconcussion.org](http://www.nebsportsconcussion.org)

## Sideline Cognitive Assessment

**Memor** What month is it? y  
the day of the week?

What is today's date? Where are you currently? What is

What year is it? *Ask the athlete to repeat the following words.* Elbow, Apple, Carpet

*Ask the athlete the following questions.*

What were you doing just prior to getting hit/injured?

Do you remember what happened, how you got hit/injured? Do you recall how you got from the field to the sideline?

### Concentration

*Ask the athlete to do the following.*

Repeat the months of the year backwards starting with last month.

Repeat these numbers backwards:

4-9-3 (3-9-4 is correct) 3-8-1-4 (4-1-8-3 is correct)

### Word List Recall

*Ask the athlete to repeat the words from earlier. (Any order)* Elbow,

Apple, Carpet **Balance Test**

*Have the athlete stand heel-to-toe with eyes closed, and hands on hips, for 20 seconds while trying to maintain stability.* Non-dominant foot in back; weight evenly distributed across both feet. Count the number of times they remove hands from hips, stumble/fall out of position, bend excessively at the hips, open eyes, or remain out of position for >5 seconds. More than 5 errors may indicate a concussion or potential head injury.

*Any failure should be considered abnormal. Consult a physician following a suspected concussion.*

[www.nebsportsconcussion.org](http://www.nebsportsconcussion.org)





# Nebraska Sports Concussion Network



www.NebSportsConcussion.org

## Home Instructions for the Concussed Athlete

Athlete \_\_\_\_\_ Date of Injury \_\_\_\_\_ Time of Injury \_\_\_\_\_

Home phone \_\_\_\_\_ Parent/guardian name \_\_\_\_\_

Your son/daughter has sustained concussion while participating in \_\_\_\_\_. In some instances, the Signs & Symptoms of a concussion do not become apparent until several hours or even days after the injury. Therefore, they should be monitored closely. Please be especially observant for the following signs and symptoms.

1. Headache (especially one of increasing intensity\*)
2. Nausea and vomiting\*
3. Difference in pupil size from right to left eye, dilated pupils\*
4. Decreased or irregular pulse OR respiration\*
5. Blurry or double vision\*
6. Slurred speech\*
7. Seizure activity\*
8. Noticeable changes in the level of consciousness (difficulty awakening, or losing consciousness suddenly)\*
9. Mental Confusion or Behavior Changes
10. Balance Problems or Dizziness
11. Memory Loss or Difficulty Remembering
12. Fatigue
13. Feeling Slowed Down or Foggy
14. Drowsiness
15. Difficulty Concentrating
16. Sensitivity to Light or Noise

**\* Seek immediate medical attention at the nearest emergency department.**

The best guideline is to note symptoms that worsen, and behaviors that seem to represent a change in your son/daughter. If you have any question or concern at all about the signs or symptoms you are observing, contact your family physician for instructions, or seek medical attention at the closest emergency department. Otherwise, you can follow the instructions outlined below.

**It is OK to: DO NOT:**

- Use acetaminophen (Tylenol) · symptomatic

**There is NO need to:**

- Check eyes with a flashlight
- Wake up every hour
- Drink alcohol for headaches
- Drive vehicle while

- Use ice pack on head & neck
- Test reflexes
- Exercise or lift weights as needed for comfort
- Stay in bed
- Take ibuprofen, aspirin, naproxen or other non-steroidal anti-inflammatory medications
- Eat a light diet
- Go to sleep
- Rest
- No strenuous activity including P.E., sports, video games or texting

**Please remind your son/daughter to check in with the School Nurse prior to going to class on the first day he/she returns to school. They should then follow up with the Athletic Trainer after school.**

Recommendations provided to: \_\_\_\_\_ Phone #: \_\_\_\_\_

Recommendations provided by: \_\_\_\_\_ Phone #: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Adapted from National Athletic Trainers Association Position Statement: Management of Sports-Related Concussion. J Athl. Trng. 2004;39(3):280-297.

# Nebraska Sports Concussion Network



[www.NebSportsConcussion.org](http://www.NebSportsConcussion.org)

***PLEASE NOTE: Indicate how you feel TODAY. It is important that you are honest about your current condition. Do Not exaggerate, over-report, hide, or under-report how you are feeling. Place a “✓” mark in the box that corresponds with the degree of severity (1 – 6, or “0” if Absent) for each symptom listed below.***

Concussion Symptom Inventory (CSI)									
Player Name: _____									
Date of Injury: _____ Date of Exam: _____									
	<i>Absent</i>		<i>Mild</i>		<i>moderate</i>		<i>severe</i>		Score
	0	1	2	3	4	5	6		
Headache									
Nausea									
Balance problems/Dizziness									
Fatigue									
Drowsiness									
Feel like "in a fog"									
Difficulty concentrating									
Difficulty remembering									
Sensitivity to light									
Sensitivity to noise									
Blurred vision									
Feeling slowed down									
<b>Total:</b>									
Other symptoms evident since injury?:									

Randolph, C, Millis, S., Barr, WB, McCrea, M, Guskiewicz, KM, Hammeke, TA & Kelly, JP. Concussion Symptom Inventory: An EmpiDerived Scale for Monitoring Resolution of Symptoms Following Sports-Related Concussion. Arch. Clin. Neuropsych, 24 (2009)







StudentsAdmission RequirementsMinimum Age:

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

Early Admission to Kindergarten:

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

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

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

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

4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

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

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

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

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

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

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin,



marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

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

Graduates:

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

Age 21:

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

Birth Certificate, Physical, Visual Evaluation and Immunization: The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement

objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.

- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

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

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

#### Enrollment of Expelled Students

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

not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

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

Date of Adoption:      July 8, 2019