

5008 - EVERY STUDENT SUCCEEDS ACT (ESSA)

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and equipment funded by Title I shall be used only for children participating in the program.
6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.
8. Coordination of Services. Title I services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.

11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
- Whether the student's teacher:
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.
12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:
- the subject matter assessed;
 - the purpose for which the assessment is designed and used;
 - the source of the requirement for the assessment;
 - the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - the time and format for disseminating results.
13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can –
- be involved in the education of their children; and
 - be active participants in assisting their children to –
 - attain English proficiency;
 - achieve at high levels within a well-rounded education; and
 - meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.

Legal Reference: ESSA, December 10, 2015

Date of Adoption: 11-14-2016

5010 – ST. EDWARD PUBLIC SCHOOL PARENT/COMMUNITY INVOLVEMENT

General-Parental/Community Involvement in Schools: St. Edward Public School welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is St. Edward Public School's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Title I Parental Involvement Policy:

This Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act of 2001. St. Edward Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

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

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

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in the Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels of students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable possible.
5. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The Parent/Student Compact is located on page 7 of this handbook.

Instruction

Combined District and School Title I Parent and Family Engagement Policy

St. Edwards Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

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

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

Notice Concerning Staff Qualifications:

The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon written request, St. Edward Public School will provide the parents/guardians with the State qualifications and the grade levels/subject areas in which the teacher provides instruction.

St. Edward Parent/Student/Teacher Compact

Parent/Guardian/Caring Adult:

We as parents, understand that our participation in my child's education will help his/her achievement and attitude. I/we agree to support our child's learning by:

1. Helping our child arrive at school on time, well-rested and prepared each day,
2. Providing a quiet place, time, materials, and assistance with homework,
3. Monitoring their use of media (computer, television, video games, etc.) both content and amount of time.

Student:

As a student, I realize that education is important to me. I agree to do the following to help me learn:

1. Take pride in my work by trying my best and having my assignments done on time,
2. Respecting people and property,
3. Accepting responsibility and consequences.

Teacher:

We believe in the importance of education and will help share responsibility for student achievement by:

1. Checking planners for parent initials and messages each morning,
2. Communicating with parents/guardians by phone, email, planners, etc., on a regular basis or as needs arise,
3. Making sure every student gets the help he/she needs,
4. Providing high-quality curriculum with effective instruction in the school's student supportive classrooms,
5. Enabling children to meet the Nebraska academic standards.

Date of Revision: 07-08-2013

Date Reviewed: 07-17-2019

5020 – WELLNESS POLICY**1. Goals to Promote Student Wellness**

The following goals are established by the district to promote healthy students and healthy living habits by supporting nutrition education, physical education, regular physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines to be appropriate:

A. Nutrition Education – The school district shall:

- 1) Provide nutrition education taught by a teacher certified by the Nebraska Department of Education.
- 2) Adopt a nutritional education curriculum that is sequential and consistent with the current Nebraska Department of Education Health Education Frameworks and Family and Consumer Science Frameworks.
- 3) Provide active learning experiences for students that will involve food preparation when feasible.
- 4) Incorporate nutritional education to include: My Pyramid Guidelines, Dietary Guidelines for Americans, understanding calories, healthy breakfast, diet and disease, eating disorders, healthy snacks, serving sizes, essential nutrients, nutritional deficiencies, the use and misuse of dietary supplements, safe food preparation, handling and storage of foods, meal planning, food labels, and the evaluation of nutritional information and advertising.
- 5) Provide nutritional methods of assessment to be used to give students an understanding of their level of nutritional health and to create dietary goals and plans.

B. Nutrition – The school district shall:

- 1) Develop, promote and implement as feasible morning food programs, i.e. breakfast and milk programs.
- 2) Increase the availability and encourage the selection of healthy food choices in classrooms and vending machines.
- 3) Ensure that the school dining room has appropriate supervision, seating to accommodate all students, be clean and orderly, and has a reasonable noise level as students are allowed to converse with one another while eating.
- 4) Students will be provided sufficient time in which to eat school-provided meals.
- 5) Make available school meals, including breakfast and lunch, that meet all USDA regulations and state policies.
- 6) Limit Classroom Party celebrations that involve food during the school day to one celebration per class per month. Each party may include no more than one food or beverage of low nutritional value. (Classroom celebrations do not include individual birthdays or half-birthdays)

C. Physical Activity – The school district shall:

- 1) Provide physical education taught by a teacher certified by the Nebraska Department of Education.
- 2) Adopt a physical education curriculum that is sequential and consistent with the current Nebraska Department of Education Physical Education Essential Learnings for Kindergarten through 12th grade.

- 3) Provide a form of physical activity daily to all students K-12.
- 4) Conduct fitness assessments twice a year for grades K-6. Assessment results will be used to assist students to understand their level of health and fitness and to create fitness goals and plans.
- 5) Provide supervised daily recesses for elementary students, preferably outdoors, that encourage moderate to vigorous physical activity.
- 6) Expose students to a wide variety of physical activities and teach physical skills to help maintain fitness through physical education classes.
- 7) Encourage community physical activities through Fitness Calendars and school newsletters that suggest ways families can be active outside of school.

2. Assurance for Reimbursable School Meals

The District gives the assurance that the District's guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

3. Plan for Measuring Implementation and Designation of Responsible Persons

A student wellness policy committee consisting of at least one member of the following groups: parents, students, food service staff, teaching staff, the school board, school administration and the public shall meet annually to review the implementation of the school wellness policy. The committee will review this policy, suggest possible revisions, and submit its recommendations to the board of education before the regularly scheduled board meeting in June, of the current school year.

The Superintendent of Schools or his or her designee shall have responsibility to implement plans and programs to carry out the goals of the student wellness policy.

4. Development of Policy

The District assures that development of the Wellness Policy involved parents, students, food service staff, teaching staff, the school board, school administrator, and the public.

Legal Source: The Child Nutrition and WIC Reauthorization Act of 2004; 42 USC 1751

Date of Revision: 06-10-2013

5030 – ENROLLMENT OPTION POLICY

The Board of Education of Boone County School District No. 17 recognizes that methods and philosophies on Option Enrollment may change depending on individual and/or family situations. Section 79-232, R.R.S., states, in part: "The Legislature finds and declares that parents and legal guardians have the primary responsibility of ensuring that their children receive the best education possible. In recognition of this responsibility, the Legislature intends to provide educational options for parents and legal guardians, when deciding what public school or public school district is best for their children...".

Sections 79-232 through 79-246 of the Nebraska Revised Statutes define the Enrollment Option Program and its limits. Chapter 19, Title 92 of the Nebraska Administrative Code contains many of the statutes and other provisions regarding the Enrollment Option Program. The board of education instructs the administration to develop and maintain procedures when Option Enrollment is requested from a parent and/or guardian for Boone County School District No. 17.

PRIOR TO THE MARCH 15 DEADLINE:

The Superintendent shall adhere to the rules and regulations of the Enrollment Option Program for any parent and/or guardian requesting to OPT OUT their child(ren) from the St. Edward Public School District prior to the March 15 deadline.

The Superintendent has the authority to approve a parent and/or guardian request of a child(ren) Opting IN to the St. Edward Public School prior to the March 15 deadline, providing the student is in good academic standing and does not possess any disciplinary circumstances from the previous district. In addition, the Superintendent has the authority to decline Opting IN students if the Superintendent feels it would not be in the best interest of the St. Edward Public School district.

The following reasons may cause the Superintendent to decline the application process:

- Due to the capacity of the district's special education numbers, the student may not receive the required amount of services as outlined in the child's IEP.
- The student contains a history from a previous school district of disrupting the education process, which may be carried over to the St. Edward Public School district.
- Any other reason deemed by the Superintendent as long as the reason is identified for the best interest of the school district.

Should the Superintendent decline a parent and/or guardian from Opting IN to St. Edward Public Schools, the parent and/or guardian may request to speak to the Board of Education on a regularly scheduled board meeting to approve or disapprove the Superintendent's decision.

AFTER THE MARCH 15 DEADLINE:

The Superintendent shall adhere to the rules and regulations of the Board of Education Policy for the Enrollment Option Program for any parent and/or guardian requesting to OPT OUT their child(ren) from the St. Edward Public School District after to the March 15 deadline.

If a parent and/or guardian request to OPT OUT their child(ren) after the March 15 deadline, the Superintendent will notify the parent and/or guardian that they will be placed on the board agenda for the

next regularly scheduled Board of Education meeting to discuss the reasons for opting out of the St. Edward Public School district. During the meeting, the Board of Education will take action to approve or disapprove the request. This action will authorize the Superintendent to waive the deadline date or not waive the deadline date with the appropriate reason.

- If circumstances exist that the OPT OUT request is after the March 15 deadline, the Superintendent will sign the requests pending verbal consensus of the BOE planning committee members. Circumstances may be:
 - OPT OUT needs to be approved immediately based on the disruption of the education process.
 - OPT OUT child(ren) may be under duress or involved in a domestic dispute outside of the school district.

The Superintendent has the authority to approve a parent and/or guardian request of a child(ren) Opting IN to the St. Edward Public School after to the March 15 deadline, providing the student is in good academic standing and does not possess any disciplinary circumstances from the previous district. In addition, the Superintendent has the authority to decline Opting IN students if the Superintendent feels it would not be in the best interest of the St. Edward Public School district.

The following reasons may cause the Superintendent to decline the application process:

- Due to the capacity of the district's special education numbers, the student may not receive the required amount of services as outlined in the child's IEP.
- The student contains a history from a previous school district of disrupting the education process, which may be carried over to the St. Edward Public School district.
- Any other reason deemed by the Superintendent as long as the reason is identified for the best interest of the school district.

Should the Superintendent decline a parent and/or guardian from Opting IN to the district, the parent and/or guardian may request to speak to the Board of Education on a regularly scheduled board meeting. The board will then take action to approve or disapprove the Superintendent's decision.

TRANSPORTATION:

The St. Edward Public School district is not responsible for school transportation of a child(ren) opting IN to the district from their home of residence outside the district. The Superintendent may allow an opting IN student to ride the route buses providing they are adjacent to district land, in which the bus routes travel.

Legal Reference:

Nebraska Statute §79-232 through 79-246 R.R.S

Nebraska Department of Education – Rule 19

Date of Revision: 06-10-2013

5040 – ST. EDWARD PUBLIC SCHOOL HOMELESS CHILDREN AND YOUTH POLICY

This School District will comply with the federal and state law related to homeless students.

A “homeless child” for purposes of this Policy is a child who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An “unaccompanied youth” is a child who is not in the physical custody of a parent or guardian.

1. Homeless Coordinator: The District’s designated Homeless Coordinator is the Superintendent. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
 - a. Responsibilities. The responsibilities of the Homeless Coordinator are to assist with identification, enrollment, and placement of homeless children and to provide staff development activities to all school personnel regarding the educational rights and needs of homeless children and youth. The Homeless Coordinator shall ensure that:
 - i. homeless children are identified by school personnel;
 - ii. homeless children enroll in, and have a full and equal opportunity to succeed in school;
 - iii. homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services;
 - iv. the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 - v. public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens;
 - vi. enrollment disputes are mediated in accordance with law; and
 - vii. the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law.
 - b. Coordination. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. Coordination activities with area shelters and other homeless service providers are to be established by the Homeless Coordinator.
 - c. Financial. The Homeless Coordinator shall ensure that financial records are maintained to show expenditures are for authorized activities. Title I, Part A homeless set-aside funds are also to be used for services for homeless children. Materials and equipment purchased with grant funds are properly identified and inventoried.
 - d. Program Activities. The Homeless Coordinator shall design program activities to meet the greatest need as determined by the District and homeless service providers.

- e. Documentation. The Homeless Coordinator shall document the number of homeless children and youth receiving services.
 - f. Student Records. The Homeless Coordinator shall ensure that any record ordinarily kept related to students, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, are to be maintained so that the records of a homeless child are available, in a timely fashion, when the child enters a new school or school district and in a manner consistent with the Federal Education Rights and Privacy Act.
 - g. Notice. The District shall annually inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the Homeless Coordinator, and shall annually provide to NDE the identity of the District's Homeless Coordinator.
2. Enrollment and Placement of Homeless Children: The enrollment and placement of homeless children shall be in compliance with federal and state law.
- a. Enrollment. A homeless child shall be immediately enrolled even if the child is unable to produce records normally required for enrollment. Lack of previous school records, immunization and medical records, birth certificate, or other documentation from the previous school will not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements will not be obstacles to delay or deny enrollment. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.
 - b. Obtaining Records. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records.
 - c. Placement. Placement decisions for a homeless child shall be made according to the District's determination of the child's best interests.
 - i. The placement shall be at either:
 - 1. The child's "school of origin," which is the school that the child attended when permanently housed or the school in which the child was last enrolled; or
 - 2. The school of the attendance area in which the child is actually living.
 - ii. If placed in the school of origin, the placement shall continue for the duration of the child's homelessness. If the child becomes permanently housed (no longer homeless) during the school year, the placement in the school of origin will be continued for the remainder of that school year.
 - iii. To the extent feasible the placement shall be in the school of origin except when such is contrary to the wishes of the homeless child's parent or legal guardian. If

- the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian.
- iv. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal.
 - v. The grade placement for the homeless child will be the appropriate grade level as determined by the building principal or designee using the same procedures that are used for placing non-homeless children attending that school.
3. Educational Services and Stigmatization or Segregation: It is the District's policy that homeless children not be stigmatized or segregated on the basis of their status as homeless. Homeless children will be provided the same free, appropriate public education as other students. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless child has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities, and educational programs for students with limited English proficiency, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.
 4. Transportation: Transportation will be provided to homeless students to the extent required by law.
 - a. Comparable Service. Transportation will be provided to a homeless student comparable to that provided to students who are not homeless.
 - b. School of Origin. When the homeless student attends the school of origin, transportation will be provided to and from the school of origin upon request of the parent or guardian of the homeless child, or upon request of the Homeless Coordinator in the case of an unaccompanied youth. If the homeless child relocates out of the District but continues to be enrolled in this School District based on it being the school of origin, this School District will negotiate with the school district in which the child is residing to develop a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If agreement is not reached, the responsibility and cost for transportation shall be shared equally.
 - c. Eliminate Barriers. Transportation will be provided when necessary to eliminate barriers to school enrollment and the retention of students experiencing homelessness.
 5. Dispute Resolution Process. The process to resolve disputes concerning the enrollment or placement of a child or youth experiencing homelessness is as follows:
 - a. The child and the parent, guardian or other person having legal or actual charge or control of the child shall be referred to the Homeless Coordinator. The Homeless Coordinator shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute within not less than thirty (30) calendar days. The dispute resolution process is as follows:
 - i. The child or parent/guardian will notify the Homeless Coordinator. The District's Dispute Resolution Form shall be used if such is available.

- ii. When it is determined that additional information would be helpful, the Homeless Coordinator will schedule a meeting within 10 days, or such time as practicable, at which the child and parent/guardian will be given the opportunity to provide information in support of their position.
- iii. The Homeless Coordinator will contact school officials and others as determined appropriate to obtain information to corroborate the information provided in support of the positions of the child and parent/guardian and the District.
- iv. The Homeless Coordinator will provide a written response and explanation of a decision regarding the dispute within 30 calendar days after receiving the dispute statement.
- v. The written response and explanation of the decision will include a notice of the right to appeal using the appeal process provided for in the Nebraska Department of Education Rule 19.
- b. . In the case of an unaccompanied youth, the District liaison will ensure that the youth is enrolled immediately in the school in which enrollment is sought pending resolution of the dispute;
- c. The District will ensure the immediate enrollment of the child in the school in which enrollment is sought pending resolution of the dispute; and
- d. The District's written response will include a notice of the right to appeal as provided in Nebraska Department of Education Rule 19, Section 005.03.

6. Right to Appeal.

- a. Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth or an unaccompanied youth that is dissatisfied with the decision of the District after the dispute resolution process may file a written appeal with the Nebraska Commissioner of Education within thirty (30) calendar days of receipt of the decision. Refer to NDE, Rule 19, Section 005.03 for further details.
- b. A party may appeal the decision of the Commissioner or designee by filing a Petition with the State Board of Education within thirty (30) calendar days of the receipt of the decision. Refer to NDE, Rule 19, Section 005.03C for further details.

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 parents.

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

5050 – DONATIONS, GIFTS, GRANTS, AND BEQUESTS

The board of education or any school employee who, because of his or her employment by the school district, may accept donations, gifts, grants, bequests or property, real or personal, when they are consistent with the district's mission and objectives. When the board or school employee accepts a donation, gift, grant, bequest or property, it shall become the sole property of the district. The donation, gift, grant, bequest or property will be under the complete control of the board or board authorized designee which will not have any obligation to replace it if it is destroyed or becomes obsolete.

If any school employee should leave the district for any reason, they may request to take a donation, gift, grant, bequest or property with them to a new place of employment. The board of education authorizes the administration to approve or disapprove such request.

Date of Revision: 06-10-2013

5060 – TRESPASSING POLICY**Trespassers**

Restrictions on the use of school buildings and grounds may be implemented by administrative action. The Board gives all district and building administrators and their designee's full power and authority to implement and enforce restrictions on access to school property and to issue no trespassing commands and stay away/no trespassing letters. Such action shall be taken consistent with constitutional and other legal rights.

All districts and building administrators and their designees shall have full power and authority to direct any individual or group to leave school grounds and stay away where such individual or group has:

1. failed to comply with identification or check-in procedures;
2. are determined by such administrators or designees to not have a legitimate school purpose to be on school grounds or;
3. who are determined by such administrators or designees to present a risk to the safety of building users or a risk of disruption to the educational program, including without limitation, registered sex offenders.

A refusal to leave or stay away as directed will be considered trespassing and shall be reported by the administrators or their designees to proper law enforcement authorities.

Legal Reference: Neb. Rev. Stat. 28-520 to 28-522

DATE

NAME

ADDRESS

St. Edward, NE 68660

RE: No Trespassing Letter

Dear _____,

It has been reported to us that you are registered with the Nebraska Sex Offender registry. We have determined based on this report that you should not be at our school.

You are hereby given notice that you are not licensed or permitted to be on school grounds, at a school-sponsored activity, or on any property under the control of St. Edward Public Schools. If you violate these conditions, you will be a **trespasser** and appropriate law enforcement assistance will be called.

In the event you feel that this action is not appropriate, you may send me a written report detailing your reasons for disagreeing with this action. In the meantime, until or unless I take action otherwise, this letter stands.

There may be times when it will be appropriate for you to be at school. You must notify me at least one week in advance by telephone or written request. You will need to identify the reason you would like to be at school and why you cannot achieve your purpose without being on school grounds. It will then be determined whether to allow your requested entry to school and the conditions of such entry. If your request is granted, either the Principal or I will issue you a written permission form, which would allow you to be at school or contact staff under those conditions. Without such a written permission, you are **not** allowed to be on school grounds or at any school activity.

Sincerely,

Current Name, Superintendent
St. Edward Public Schools

Sent via certified or registered mail and
Via regular First Class U.S. Mail

DATE

NAME

ADDRESS

St. Edward, NE 68660

Dear _____,

You have requested written permission to be on school grounds to attend the event(s) described below. Permission is given to you to be on school grounds in the areas and times needed to attend the following events(s):

Event	Location	Date	Time

When you first arrive, you are to contact either [NAME OF SCHOOL OFFICIAL TO CONTACT] or myself.

So that there will be no confusion, please have this letter with you when you are attending these activities.

Sincerely,

Current Name, Superintendent
St. Edward Public Schools

Date of Revision: 06-10-2013

5070 – STUDENT FEES POLICY

The Board of Education of St. Edward Public School adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. Such student and parent contributions have included: students coming to school with the basic clothing and personal supplies to be successful in the classroom (clothing, shoes, pencils, pens, paper, notebooks, calculators, and the like), students bringing their own or paying the reasonable cost of specialized equipment or supplies for the personal preference or personal retained benefit of students (for example, band equipment, locker deposit or rental fees, shop class materials where the student keeps the product, and college tuition or fees for college credit for advanced placement courses or correspondence courses), students providing their own specialized clothing and equipment to be prepared for the extracurricular activities in which they choose to participate (sporting apparel, including shoes, undergarments, and the like), and assisting with special programs, such as field trips, summer school, school dances and plays. The District's general policy is to continue to encourage and to require, to the extent permitted by law, such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies; this policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

1. Guidelines for clothing required for specified courses and activities

Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering

or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

2. Personal or consumable items

Students have the responsibility to furnish any personal or consumable items for participation in the courses and activities provided by the District. This includes the responsibility to furnish minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, and notebooks. Equipment or supplies of a specialized nature for certain courses (for example, protractors and math calculators) may be available to students by the District, but students may also be encouraged to purchase their own such equipment or supplies for their own use after school hours or for use during the school day due to the limited number of District items available to the students. A specific class supply list will be published annually in a Board approved handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student. Where students are provided school property of a significant value, which may easily be unintentionally damaged, the instructor should give the parent advance notice of the student being given responsibility for the item and the parent may then direct that the student not be given the item.

3. Materials required for course projects

Students have the responsibility to furnish or pay the reasonable cost of any materials required for course projects where, upon completion, the project becomes the property of the student. Such materials are subject to the District's fee waiver policy (Section 12).

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the District's fee waiver policy (Section 12); however, the District is not required to provide for the use of a particular type of musical instrument for any student.

4. Extracurricular Activities–Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District.

The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra-curricular activities or for paying a reasonable usage cost for such equipment or attire.

For music courses that are extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

5. Extracurricular Activities—Fees for participation

The District does not generally charge fees for participation in extracurricular activities. Admission fees are charged for extracurricular activities and events.

6. Postsecondary education costs

Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees associated with obtaining credit from a postsecondary educational institution. For a course in which students receive both high school and postsecondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

7. Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

8. Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or students who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from

exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

9. Participation in before-and-after-school or prekindergarten services

Students are responsible for fees required for participation in before-and-after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

10. Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

11. Breakfast and lunch programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like.

Students may be required to bring money or food for field trip lunches and similar activities.

12. Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities, (2) admission fees and transportation charges for student spectators attending extracurricular activities; (3) materials for course projects, and (4) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials. Materials for course projects to be provided to free or reduced-price lunch eligible students shall be required to be approved by the administration, which shall apply a standard based on providing materials which are equitable to those purchased by comparable students.

13. Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to students of the District at no cost.

14. Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

Legal References:

Laws 2002, LB 1172 (The Public Elementary and Secondary Student Fee Authorization Act)

Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)

Neb. Rev. Stat. §79-2,104 (student files or records)

Neb. Rev. Stat. §79-715 (eye-protective devices)

Neb. Rev. Stat. §79-737 (liability of students for damages to school books)

Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)

Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Revision: 06-10-2013

Date Reviewed: 07-17-2019

5080 – ST. EDWARD PUBLIC SCHOOL SCHOOL/COMMUNITY FITNESS CENTER AND GYMNASIUM USE

Memberships. The St. Edward Public Schools School/Community Fitness Center and Gymnasium is available for use by patrons and guests of the district. To cover costs of operations, community/guest users will be allowed to purchase memberships; proxkey access will be issued. Members will be required to sign a Use and Release Agreement. Members must be 18 years or older. Secondary school students are not eligible even if age 18 or older. Membership and access to the fitness center and gymnasium use will be limited to those with character appropriate for a school environment.

In an effort to promote and maintain the District's Healthy Schools Program initiative that is supported by the Alliance for a Healthier Generation, the American Heart Association, and the Clinton Foundation, all active Board members, employees, and their families will be allowed to use the fitness center or gymnasium free of charge. However, all Board members, employees, and family members are expected to abide by the Rules and Regulation contained herein and sign a Use and Release Agreement.

A \$100 yearly maintenance fee must be made to obtain the proxkey access. A \$20 refund will be made upon cancellation of membership and return of the proxkey. Family membership allows use by any member of the member's household related by blood, marriage, or adoption papers. Any child using the fitness center on a family membership must be accompanied and supervised at all times by a responsible adult family member or the coach of a District activity in which the student participates.

Members shall not give their proxkey access to anyone or allow non-members to enter the facility (including students not covered by their membership). Members may accompany an approved guest to use the facilities. Any guest using the facilities more than three times will be encouraged to become a member. Consequences may include termination of the violator's membership. No refund will be issued. Memberships may be revoked or restrictions on use may be made in the event a user fails to follow the rules for the fitness center and gymnasium or in the event the Board of Education or school administration determines that such is in the best interest of the district.

Hours of Operation. The times the fitness center and gymnasium will be open for use by members will be set by the school administration. The hours will vary throughout the year and will be posted or otherwise communicated to members. The hours will be set for times when school is not in session and to avoid conflicts of use regarding students and school activities. Members understand that there will not always be a supervisor on duty during the hours that access is granted.

Rules of Fitness Center and/or Gymnasium. Rules for use of the fitness center and/or gymnasium must be followed by all community/guest users. These rules may be changed from time to time by the Board of Education or school administration.

Proxkey access. A computerized proxkey entry system will be in use. In the event the proxkey is lost, a replacement will be issued at a cost of \$10.00.

Date of Revision: 06-10-2013

5090 - TOBACCO POLICY

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

Note: If reasonable suspicion exists of tobacco use or possession, the administration or delegate reserves the right to address the individual to determine compliance of the Tobacco Policy.

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

Date of Revision: 10-13-2014

5402- STUDENTS- CHILD ABUSE AND NEGLECT

Child Abuse and Neglect

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term “promptly” means “within a 24-hour period.”

Legal Reference: Neb. Rev. Stat. § 28-711

Date of Adoption: 18-13-2018

5406- STUDENTS- SEARCH AND SEIZURES

Search and Seizures

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted in the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.

6. Searches of the District's computer system may be conducted in the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm or dangerous weapon shall be confiscated and delivered to law enforcement as soon as practicable. A personal safety or security device (such as a taser, mace or pepper spray) not previously approved by the Administration constitutes a "dangerous weapon."
2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. § 28-1204.04 (firearms)

Date of Adoption: 07-13-2020

5406- COMMUNITY RELATIONS**Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Legal Reference: Neb. Rev. Stat. § 86-290
 Letter to Anonymous, 40 IDELR 70 (OSEP 2003)

Date of Adoption: 08-13-2018

Homeless Education Program

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:

- 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 Nebraska Commissioner of Education
Nebraska Department of Education
matt.blomstedt@nebraska.gov
Telephone: (402) 471-5020
 - You may seek the assistance of advocates or attorneys.
- _____

Administrator

Date

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

Date of adoption: 08-13-2018

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 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:

Nebraska Commissioner of Education
Nebraska Department of Education
matt.blomstedt@nebraska.gov
Telephone: (402) 471-5020

Administrator

Date

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

5506- Safe Pupil Transportation Plan**St. Edward Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in vehicles on regular routes assigned through the district transportation plan.

1. **Weapons.** Vehicles shall not transport any items, animals, materials, weapons or look-a-like weapons, explosive devices or bomb-related materials or equipment which could endanger the lives, health, or safety of the children, other passengers, and the driver. Look-a-like weapons associated with a school-sponsored or approved activity may be transported with written permission of an administrator of the District. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. If possible, these items should be secured and not visible or accessible to students while in the vehicle.

Upon becoming aware of a weapon aboard a vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to contact from a cell phone (after parking on a shoulder or otherwise not moving) or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
 - B. Pull vehicle over to safe and secure area.
 - C. Confiscate weapon (if doing so does not jeopardize student or driver safety).
 - D. Give description of weapon and participating parties to dispatch.
 - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
-
2. **Pupil behavior.** Students are expected to follow student conduct rules while in a vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student violates Board policy regarding student conduct standards or otherwise engages in behavior that jeopardizes safety, the driver will make every attempt to:
 - A. First seek to resolve incident through discussion with the student(s) involved.
 - B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - C. Activate emergency flashers.
 - D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
 - E. Report and document discipline problems to the school administrator. Use a Bus Conduct Report/Incident Form, if available.

3. **Terrorist threats.** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or the vehicle or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:
 - A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
 - B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
 - C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
 - D. Driver should wait for instructions from dispatch *if possible*.
4. **Severe weather.** Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:
 - A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. Return to the school if less than five minutes away and follow the directions of the school administrator.
 - C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
 - D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
 - E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
5. **Hazardous materials and Unattended Items.** Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:
 - A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. Pull vehicle over to safe and secure area.
 - C. Give description of hazardous materials in question to dispatch.
 - D. Dispatch will immediately notify appropriate law enforcement and school administration.
 - E. Driver should wait for instructions from dispatch *if possible*.

In the event an unattended item is discovered on or near the vehicle, the driver will seek to determine who the item belongs to and whether the item could be hazardous to the safety of those in the vehicle. Any unattended item that would break or could cause injury if tossed about the inside of the vehicle when involved in an accident shall be secured. If it is determined that the item is not hazardous and need not be secured, the driver will not allow the item to distract the driver's attention to the task of operating the vehicle.

6. **Medical emergencies.** Upon becoming aware of a medical emergency aboard a vehicle, the driver will make every attempt to:
 - A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
 - B. Dispatch will immediately notify appropriate medical agencies and school administration.
 - C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
 - D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
 - E. Driver should try to keep student passengers as calm as possible.
7. **Procedures in the event of mechanical breakdowns of the vehicle.** Upon becoming aware of a mechanical breakdown aboard a vehicle, the driver will make every attempt to:
 - A. Pull vehicle over to safe and secure area *if possible*.
 - B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
 - D. Driver should try to keep student passengers as calm as possible.
 - E. Dispatch will arrange for assistance and a relief vehicle *if needed*.
8. **Procedures in the event the drop-off location is uncertain or appears unsafe to leave students.** In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:
 - A. Contact or otherwise communicate with dispatch to notify them of the situation *if possible*.
 - B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.

- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.
9. **Documentation under Safe Pupil Transportation Plan.** Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.
10. **Transportation of Unsafe Items.** Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.
11. **Supplemental Information.** **A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.**
12. **Vehicle drivers of small vehicles on activity trips.** The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.
13. **Student Instruction.** At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.
15. **Driver Capacity.** To confirm a driver has the ability to conduct daily tasks and emergency evacuations, drivers must: (a) pass a prescribed physical examination administered by a Certified Medical Examiner at least every two years and provide the employer with a copy of the medical certificate; (b) pass a transportation screening every year; (c) participate in required in-service training which includes emergency evacuation training; and (d) if required, to have a Commercial Driver's License (CDL) to operate the vehicle, participate in the drug and alcohol testing program as required by federal law. Should a driver have a medical concern throughout the year, the Superintendent or Superintendent's designee will work

with the driver to confirm a drivers' ability to conduct the daily tasks and emergency evacuations prior to transporting students.

Legal Reference: Neb. Rev. Stat. Sec. 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapters 91 and 92

Date of Adoption: 07-13-2020

6213- INSTRUCTION**Reading Instruction and Improvement**

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

(2) The supplemental reading intervention program may also include:

- (a) Reading intervention techniques that are based on scientific research and best practices;
- (b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- (c) Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessment:
 - (i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - (ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - (iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- (d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- (e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to this Policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this Policy until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: 08-13-2018