

OVERTON CERTIFIED STAFF HANDBOOK



2023-2024

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Overton Public School Certificated Staff Handbook 2023-2024 School Year

Intent of Handbook

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns, or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a “contract” of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

Notice of Non-Discrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Mr. Mark Aten
Title: Superintendent
Address: 401 7th Street, Overton, NE 68863
Telephone: (308) 987-2424
E-mail: mark.aten@overtoneagles.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481. For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

Drug Free School

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

2023-2024 School Personnel

BOARD OF EDUCATION

Mr. Joel Meier	President
Mr. Gordon Lassen	Vice-President
Mrs. Heather Brennan	Treasurer
Mr. Jared Walahoski	Secretary
Mr. Keith Rudeen	Member
Mr. Clayton Jeffries	Member

OVERTON SCHOOL ADMINISTRATION

Mr. Mark Aten	Superintendent
Mr. Brian Fleischman	Principal / AD

INSTRUCTIONAL STAFF

Miss Janessa Bergman	Third Grade
Miss Mackenzie Brand	Pre-Kindergarten
Mrs. Emily Brooks	K-12 Art
Miss Becka Bruntz	Vocal Music
Mrs. Jennifer Cordes	Pre-School
Mrs. Missy Eilers	Fourth Grade
Miss Katie Harmon	7-12 Special Education
Mr. Marcus Harvey	K-12 P.E./Health/JHPE

Miss Kaylee Kathman
Mrs. Alicia Lassen
Mrs. Juliana Loudon
Mrs. Alicia Luther
Mr. Jeffrey Matthews
Mrs. Brandi McCarter
Mrs. Shalee McCarter
Mr. Evan Neben
Miss Maddie Paitz
Mr. Michael Phelps
Mr. Derrick Pulliam
Mrs. Alisha Remmenga
Miss Jordan Rush
Mrs. Hayley Ryan
Miss Jody Skallberg
Mr. Scott Stecklein
Mrs. Dana Stelling
Mr. Keith Swift
Mrs. Mandi Wallace
Mrs. Cydney Weiss
Mrs. Ashley Wyatt

5-8 Social Sciences
Language Arts 6/LMC
Agriculture
Spanish / EL
Business Education / Technology
Second Grade
Family & Consumer Science
Instrumental Music/Technology
Kindergarten
9-12 Social Sciences
8-12 Mathematics
5-10 Mathematics
First Grade
PK-6 Special Education
Guidance Counselor
7-12 Science
5, 7-8 English
5-12 Science
Title/JHPE
CIP/Asst. AD/Behavior Interventionist
9-12 English/Speech

SUPPORT STAFF

Mrs. Deb Jehorek
Ms. Kristi Shafer
Mrs. Joan Gehrt
Mr. Jack Belle Isle
Mrs. Kimi Wolfe
Ms. Dianne Eby
Mrs. Vicky Flint
Mrs. Terah Smith
Ms. Amy Barnes
Mrs. Kathy Potter
Mrs. Leigh Ann Kyle
Mrs. Jayde McCarter
Mrs. Sherry Area
Mrs. Darla Cox
Mrs. Cindy Davenport
Mrs. Debbie Ditson
Ms. Shirley Ryan
Mrs. Kori Shubert
Mrs. Darcy Smith
Mrs. Judy Weston

Superintendent Secretary
Principal Secretary
Nurse
Maintenance/Custodian
Custodian
Evening Custodian
Evening Custodian
Cafeteria Manager
Kitchen Staff/Bus Driver
Kitchen Staff
Kitchen Staff
Substitute Teacher/Paraprofessional
Paraprofessional
Paraprofessional
Media Aide/Bus Driver
Paraprofessional
Paraprofessional/Bus Driver
Paraprofessional
Paraprofessional
Paraprofessional

2023-2024 COACHES

Activities Director	Mr. Brian Fleischman
Volleyball	Mrs. Hayley Ryan
Asst. Volleyball	Miss Maddie Paitz / Mrs. Alison Robinson
Football	Mr. Marcus Harvey
Asst. Football	Mr. Michael Phelps
Cross Country	Mrs. Emily Brooks
Wrestling	Mr. Michael Phelps
Girls Basketball	Miss Janessa Bergman
Asst. Girls Basketball	Mrs. Mandi Wallace
Boys Basketball	Mr. Cole Robinson
Asst. Boys Basketball	Mr. Brian Fleischman / Mr. Rob McCarter
Golf	Mr. Brian Fleischman
Track	Miss Jordan Rush
Asst. Track	Mrs. Brandi McCarter / Mr. Marcus Harvey
Jr. High Volleyball	Mrs. Mandi Wallace
Jr. High Football	Mr. Marcus Harvey / Mr. Michael Phelps
Jr. High Wrestling	Mr. Michael Phelps
Jr. High GBB	Mrs. Mandi Wallace
Jr. High BBB	Mr. Marcus Harvey / Mr. Keith Swift
Jr. High Girls Track	Mrs. Mandi Wallace
Jr. High Boys Track	Mr. Marcus Harvey / Mr. Keith Swift
Cheer	Miss Mackenzie Brand
Dance	Mrs. Arran Putnam

2023-2024 SPONSORS

Seniors	Miss Jody Skallberg
Juniors	Mrs. Emily Brooks
Sophomores	Mr. Michael Phelps
Freshmen	Mr. Keith Swift
Eighth Grade	Miss Becka Bruntz / Miss Kaylee Kathman
Seventh Grade	Mrs. Alicia Lassen / Mrs. Shalee McCarter
Sixth Grade	Mrs. Ashley Wyatt/Mrs. Dana Stelling
Fifth Grade	Mrs. Alisha Remmenga
Concessions	Mrs. Terah Smith / Mrs. Cydney Weiss
FCCLA	Mrs. Shalee McCarter / Mrs. Darcy Smith
Yearbook/Journalism/eSports	Mr. Jeffrey Matthews
FFA	Mrs. Juliana Loudon
Speech	Mrs. Dana Stelling
Play Production	Mrs. Dana Stelling / Mrs. Ashley Wyatt
Student Council	Mr. Brian Fleischman
National Honor Society	Miss Jody Skallberg
Quiz Bowl	Miss Jody Skallberg
Pep Band	Mr. Evan Neben
Multi-Culture	Mrs. Alicia Luther / Miss Jody Skallberg
MTSS / S.A.T.	Mrs. Mandi Wallace / Mrs. Jennifer Cordes
	Mrs. Alicia Lassen / Miss Becka Bruntz
	Mr. Brian Fleischman

School Calendar



**Overton Public School
2023-2024
Academic Year Calendar**



Approved 12-12-2022

AUGUST
8 Teacher In-Service (1)
9 Teacher In-Service (2)
10 First Day of School
2:30 Dismissal
22 First Day of Pre-School

August 23						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER
4 No School - Labor Day
27 P/T Conf. 12:30-6:30PM
(11:30 Dismissal)
28 Teacher In-Service (3)
29 No School

OCTOBER
13 End of 1st Quarter
(44 days)
19 & 20 No School

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER
17 Teacher In-Service (4)
22-24 No School
Thanksgiving Break

DECEMBER
20 & 21 Semester Tests
(2:30 Dismissal Both Days)
21 Last Day of 1st Sem.
(43 & 87 days)
23-27 NSAA Moratorium
22-29 No School

December 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY
1-2 No School
3 1st Day of 2nd Semester
15 Teacher In-Service (5)

FEBRUARY
8 P/T Conf. 12:30-6:30PM
(11:30 Dismissal)
9 No School
21 Teacher In-Service (6)

February 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH
8 End of 3rd Quarter
(45 days)
15 No School
29 No School - Spring Break

APRIL
1 No School - Spring Break
16 No School - TR Invite

April 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 24						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY
4 Graduation 1:30 PM
6 Pre-K Graduation 10AM
15 & 16 Semester Tests
(2:30 Dismissal Both Days)
16 Last day of 2nd Sem.
(45 & 90 days)

JUNE

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY
Student = 177
(PK = 133)
Teacher = 183

NO SCHOOL - Teacher In-Service Days
 First Day of Semester
 NO SCHOOL
 End of Quarters/Semester
 Parent/Teacher Conferences

The official school calendar is maintained in the Principal's office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.. We will not schedule any two events at the same time where students will need to make a choice.

Daily Schedules

(Monday – Thursday)

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM
8 th Period	2:32 – 3:33 PM

(Friday)

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM

(9:00 Late Start)

2 nd Period	9:00 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	11:31 – 11:54 AM
Lunch (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 5-8)	11:33 – 12:23 PM
5 th Period (Grades 9-12)	12:23 – 12:46 PM
Lunch (Grades 9-12)	12:48 – 1:38 PM
6 th Period	1:40 – 2:30 PM
7 th Period	2:32 – 3:33 PM
8 th Period	2:32 – 3:33 PM

(10:00 Late Start)

3 rd Period	10:00 – 10:39 AM
4 th Period	10:41 – 11:31 AM
Lunch (Grades 5-8)	11:31 – 11:54 AM
5 th Period (Grades 5-8)	11:56 – 12:46 PM
5 th Period (Grades 9-12)	11:33 – 12:23 PM
Lunch (Grades 9-12)	12:23 – 12:46 PM
6 th Period	12:48 – 1:38 PM
7 th Period	1:40 – 2:30 PM
8 th Period	2:32 – 3:33 PM

(11:30 Dismissal)

[Alternate Periods 1-4 & 5-8]

1 st Period	8:05 – 8:55 AM
2 nd Period	8:57 – 9:47 AM
3 rd Period	9:49 – 10:39 AM
4 th Period	10:41 – 11:30 AM
5 th Period	8:05 – 8:55 AM
6 th Period	8:57 – 9:47 AM
7 th Period	9:49 – 10:39 AM
8 th Period	10:41 – 11:30 AM

Monday – Thursday (K-4)

Student Entry Bell	8:00
Student Tardy Bell	8:05
K-1 Lunch 2-4 Lunch	11:40-12:05 12:00-12:25
Student Dismissal	3:20
Detention Begins	3:25
Busses Leave	3:25
Teacher Dismissal	4:00

Friday (K-4)

Student Entry Bell	8:00
Student Tardy Bell	8:05
K-1 Lunch 2-4 Lunch	11:40-12:05 12:00-12:25
Student Dismissal	2:20
Detention Begins	2:25
Busses Leave	2:25
Teacher Dismissal	3:00

Purpose of Overton Public School

Philosophy: The philosophy of education for the Overton Schools is that all students shall be accepted as they are and shall be provided with a stimulating environment and be given opportunities for learning experiences which have been designed to promote behavior patterns that will permit continuing satisfactory adjustments to life.

School Mission Statement: The mission of Overton Public Schools is to provide opportunities for everyone to be engaged, empowered, and enlightened. Our shared vision states we are committed to providing a holistic education that result in academic competency, virtuous character, and positive social outcomes. We value:

Engagement

- Meaningful and personally relevant curriculum, instruction, and assessment
- A safe and accepting environment for all individuals
- Rigorous expectations that are responsive to varied styles of learning

Empowerment

- Effective communication between all stakeholders
- Accountability, integrity, and responsibility
- Resiliency in the face of struggle or failure

Enlightenment

- The creation of socially impactful artifacts
- Meeting the needs of others through mutual respect, compassion, and advocacy
- Exposure to a diversity of perspectives across disciplines

Objectives: It is the aim of the Overton Public School to develop the physical, mental and emotional health; and the ethical and moral values of each individual student. The school seeks to enhance these areas of growth through cooperation with church and civic groups, faculty counseling, daily association with students, teacher example and teacher techniques.

The school will provide the students the opportunity to evolve their role in the family, community, state and federal government through an offering of a variety of courses designed for that purpose. Participation in and respect for the democratic processes are stressed by a number of routine patriotic activities.

The school emphasizes in its curriculum subject offering material that: (1) promotes the satisfactory adjustment to life, the ability of each student to communicate by applying clear, logical thinking and good judgment; (2) develops knowledge, understanding and respect for the natural surrounding and to enable the individual to live positively within that environment; (3) develops vocational skills and abilities of prime importance to the student living in today's world; (4) develops an economic competence within the individual to cope with and manage affairs of daily living; (5) develops the essential learning skills necessary to be a life-long learner; and, (6) provides knowledge and skills which will result in the wise use of leisure time.

So that the objectives of the Overton Public School can be realized, a progressive curriculum must be coordinated and maintained. To enable this school to meet the needs of its students as effectively as possible, it accepts its responsibilities for developing the "whole" child, emotionally, intellectually, physically, socially and culturally.

It is the desire of this school system that its philosophy and objectives are effectively met through the combined efforts of all persons within the boundaries of this education process.

Policies and Procedures

Absences

Sick Leave: Certified staff members who are too ill to perform their teaching duties must enter their absence into the Frontline Sub System by 6:30AM. There shall be granted ten (10) days of sick leave per year, cumulative to fifty (50). Teachers shall be permitted to take up to ten (10) days of accumulated sick leave per year for family illness or bereavement (spouse, children, and parents of self or spouse). Pay for accumulated sick days not taken will be one-half of substitute teacher's pay at time of leaving the system.

Professional Leave: The board and administration recognize the value of continuing education and encourage certified staff to participate in seminars, workshops and other activities which will continue their professional growth. Certified staff members who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event and any written materials about the event. Building principals may deny requests for professional leave if they are unable to secure the services of a qualified substitute or if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district. Certified staff members who feel they have been unfairly denied professional leave may grieve the principal's decision, pursuant to the grievance procedure contained in the district's Negotiated Agreement.

Personal Leave: Each teacher may be granted three (3) days of personal leave, with pay, at the discretion of the Principal. Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Teacher attendance during the final two weeks of each semester is very important for student success. Personal Leave during this time should be avoided. The following are examples of personal leave:

1. Business transactions
2. Lawyer appointments
3. Attending meetings or honoraria's involving your family.

(This leave must be approved with the Principal two days prior to absence.)

Bereavement Leave: Certificated employees who qualify for benefits shall receive time with pay for bereavement purposes for a total of three (3) days per school year. The days do not accumulate from year to year and are prorated given the FTE of the certificated employee. There is no compensation for days not used.

Leave Other Than Sick Leave, Professional Leave or Personal Leave: Any leave granted to a school employee other than provided for under sick leave, personal leave or professional leave provisions shall be made on the basis of one-hundred eighty second of the annual salary for each day's absence.

Military Leave of Absence: Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested. Military Leave under the Federal Family and Medical Leave Act (FMLA) and Nebraska Family Military Leave Act will be governed by the board's policies.

Accidents and Injuries: Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising: Activity accounts are handled through the superintendent's office. No student or sponsor may make any purchase without a signed purchase order from the superintendent. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent is responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets: All staff, spouses, and their school-age children will be admitted to home games free of charge.

Announcements and Eagle Weekly: No announcements shall be made before any school group without authorization of the principal or superintendent. Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Daily Announcements will be emailed and available online after first hour every day, telling you of the upcoming schedule of the day and week. The announcements can be accessed via the announcements link on the school website, www.overtoneagles.org. Teachers should read announcements that apply to the students at the beginning of second period. There will be copies posted on bulletin boards for students to access. If you have some item that you want included, please have it turned in by 8:10 every morning.

The “Eagle Weekly” will be a weekly activities calendar available online for all staff on Thursday for the upcoming week's activities. The “Eagle Weekly” can be accessed via the “Eagle Weekly” link on the school website, www.overtoneagles.org. There will be copies of the “Eagle Weekly” posted on bulletin boards for students to access. All of next week's activities must be on the calendar or they may not be scheduled. These activities must be scheduled through the Principal’s office.

Assemblies and Pep Rallies: All assemblies and pep rallies must be cleared through the administration. There will be one pep rally held at the beginning of each sports season. Additional pep rallies may be held if a team makes it to District Finals or qualifies for the State Tournament. Teachers are required to attend assemblies and pep rallies.

Board Policies, Rules, and Directives: The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district’s website or in the main administrative office. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district’s website and in the main administrative office. **By signing below, you agree that you have read and understood these policies, handbooks, rules, and directives, their application to you, and that you have had an opportunity to discuss any questions with the administration.**

Certificates, Teacher Contracts, Salary Information: Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member’s responsibility to make sure this is done.

Each certified staff member must provide the superintendent’s office with the following information:

- a. social security number,
- b. retirement number,
- c. withholding form W-4, and
- d. authorization to withhold for insurance benefits.

Each new certified staff member must fill out forms for retirement benefits before the first pay day as well as the family coverage of the district hospital/medical insurance program. It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

The Overton Board of Education will employ only teachers who have completed at least a Baccalaureate Degree. Teachers will be contracted for 183 days of service with 176 days of teaching. Overton School will comply with all accreditation requirements as to the number of hours in each area to teach certain subjects and endorsement for elementary-secondary supervision, etc.

Child Abuse: School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.

Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Classroom Sanitation

1. Handling of Body Fluids: All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.
2. Infectious Diseases: Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom they suspect of having been exposed to any infectious or contagious disease.

Computer Lab Rules: Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use the computer lab during lunch and after school. Classroom teachers may not send students to the computer lab during class unless they have made prior arrangements with the lab coordinator. Classroom teachers who wish to bring classes to the computer lab must sign up as far in advance as possible with the lab coordinator. The following rules will be followed in the Mac Lab and PC Lab at all times:

1. No food or candy allowed.
2. No liquids allowed.
3. Must sign-up to use Lab.
4. Students using Labs after school must be supervised.
5. Computers removed from Labs must be approved by Administration.

Copyright and Fair Use: The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created. The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal, review the school district's copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at <https://www.copyright.gov/circs/circ21.pdf> and *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on

copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Corporal Punishment: Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team: Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Short-Term): Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Discipline and Classroom Management: Each teacher is expected to handle their own discipline problems to the best of their ability. Group discipline for academic reasons is not allowed. The chain of command or authority shall be (1) Teacher, (2) Principal, & (3) Superintendent. Do not send a pupil from class on a disciplinary measure more often than is absolutely necessary. It is much better to handle the situation yourself. If it becomes necessary to send a pupil from class, send them to the Principal's office and see that they go there. Report the incident to the Principal as soon as possible. Follow the discipline plans set up for students breaking school rules. Refer to the Discipline Plans contained at the end of this handbook for further information.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult. Classroom teachers should have a well-defined discipline plan that is reported to the students. Rules and consequences should be stated clearly and posted within the classroom.

Discrimination and Harassment: The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Mrs. Mandi Wallace at (308) 987-2424, mandi.wallace@overtoneagles.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Mrs. Cydney Weiss at (308) 987-2424, cydney.weiss@overtoneagles.org or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact Mr. Mark Aten at (308) 987-2424, mark.aten@overtoneagles.org or in person at school. Employees may report discrimination or

harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles): Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members will be provided a Driver's Certification form to verify this information. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Drug and Alcohol Testing: School district administrators who suspect that drugs or alcohol may be present in a staff member's system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Duties of Certified Staff: The duties of certified staff include, but are not limited to, the following:

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.
- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff lounge.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.

- i) Refraining from joining book clubs or film clubs using the school name.
- j) Turning in all monies collected to the main office by the end of the school day.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

Professional conduct is an almost indescribable attitude. Teaching as a profession will only be as strong as the professionals involved in its activities. Be opening and respectful toward students and fellow staff members. You, as an adult, degreed educator pass experience and knowledge far beyond the student. Therefore, never allow yourself to become trapped in a situation that places you on the student's level in an academic, disciplinary, or social level. It is every teacher's responsibility to make Overton a better school by sharing in its academic, social and extracurricular activities.

Duty Hours: Teachers hours of duty are from 7:40 a.m. - 4:00 p.m. Friday hours are from 7:40-3:00. If a teacher cannot be in school by 7:40 a.m. or has to leave before 4:00 p.m., you should inform the office of being late or leaving early so that someone knows where you are. You should inform the principal or school secretary and fill out a leave form, if applicable, when you are leaving early. Teachers are not to leave the school during the school day without telling the administration where you are going. Teachers must enter absences for all reasons (sick, personal, professional, school activity, or bereavement) on Frontline (AESOP). Teachers must also provide the reason for their absence in the "Note to Administrator" section under their absence request. All teachers must be supervising students from 8:00-8:05 in the halls by your first period classes. Teachers are asked to step into the halls after each class period to help supervise the passing of classes. A teacher should leave the classroom only under unusual circumstances.

Eligibility for Athletics: Overton High School is a member of the Nebraska High School Activities Association and conforms to all requirements as set forth yearly by the NSAA Official Yearbook. To be eligible to play sports, a student must be passing at least 25 semester hours and also must have passed at least 25 semester hours the previous semester. Eligibility is on a weekly basis with consideration of overall average. Grades for eligibility are accumulative from the beginning of the first semester to the end of the first semester and start over the beginning of the second semester. Grades of students who are failing or down in classes will be printed from PowerSchool every Monday by 10:00 AM. If a student is failing two subjects they are ineligible for that week and if a student is assigned to Saturday School they are ineligible to participate or attend any activities that day. Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FFA, FBLA, speech contests, and similar organizations or events.
2. Cheerleading.
3. Music competition, performances (except Christmas and Spring concerts), and clinics.
4. All school dances.
5. Other activities deemed appropriate by the principal.

Extracurricular Activities: Staff must schedule all events and other extracurricular activities at the activity director's office to avoid conflicts. Activities must be put on the school calendar located in the Principal's office at least one week before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other activity. Students will not be dismissed from classes to participate in extra-curricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than two school sponsors. Non-school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Staff members, coaches, and sponsors must review and comply with the board's policy regarding locker room supervision.

Evacuations: Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency. When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

- a) Students nearest the windows will close them before leaving.
- b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
- c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
- d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
- e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
- f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
 - 1) hold up a Green Card (all students accounted for)
 - 2) hold up a Red Card (missing student (s) listed)
 - 3) hold up a White Card (extra students listed)

The administration will signal when the drill is complete and safe to return into the building. Students will return in an orderly manner.

2. Tornado Drills

When a tornado warning has been issued, the school will evacuate classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

- a) All students and staff should proceed to the designated tornado shelter.
- b) Once in the basement, each teacher must account for every student in the class.
- c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. Protocol for all Evacuations

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

- 1) Take the class roster;
- 2) Lock the classroom door after all occupants have exited the room;
- 3) Keep the class together and move promptly in an orderly fashion; and
- 4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluation of Teachers: The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's evaluation forms are contained in the Teacher Competency Manual.

Faculty Dress: Respect shown a teacher is partly due to their appearance. Each teacher is therefore expected to dress to garner such respect. Appropriate dress would generally be business casual attire. Faculty can dress down on Fridays or the last student day of the week. Shorts are not to be worn during the regular school day.

Fairness: Fairness is the prime principle of this administration and will be encouraged to all professional and non-professional staff members.

1. Never accuse a student of something without adequate proof that can be defended.
2. Every teacher will give each class enough orientation so they will know how they will be graded and the conduct expected of them. The general rules and regulations of the class will be posted in the classroom.
3. Teachers shall not reduce academic grades as punishment for misconduct, except for Music, Band and Physical Education.
4. All students will be given an equal chance to succeed. Extra credit work or test retakes can be offered to students with an overall failing grade point average to bring grades up to passing.

Faculty Meetings: The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Family and Medical Leave (FMLA): Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy.

Field Trips: It is the responsibility of the teacher to make the necessary arrangements for field trips. The teacher should notify the Principal after final arrangements have been made. It then will be put on the

activities calendar. This should be done one week in advance. The Superintendent will then arrange for a bus driver or whatever transportation is needed. Classes will be limited to one field trip per school year, unless granted permission from the Principal.

Grades: A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student. Be able to justify any and all grades to the students and parents. This should require at least two grades per week. Explain your grading system and what the grades will be based on to your classes the first time you meet with them. Be sure that the letter grade matches the percentage grade. No grade above 100% is recorded on report cards. All teachers will use PowerTeacher for grading purposes. All teachers must have all grades turned in before you leave for the summer.

A	Superior	93-100
B	Above Average	85-92
C	Average	77-84
D	Below Average	70-76
F	Failing	Below 70

Elementary Specials	
ADV	Advanced
PRO	Proficient
PRG	Progressing
BEG	Beginning

The following scale will be used to show student progress toward work habits and social skills:

S	Satisfactory
I	Improving
N	Needs Improvement
M	Modified

Students caught cheating (including plagiarizing) must be sent to the Principal for administrative discipline. Students will receive a zero grade for these assignments or assessments.

Semester Tests and/or Projects will be count toward 10% of the student's final grade.

Hall Duty: Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy: Homework is an important part of student learning. When parents, teachers, and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources. Homework is not to be used as any form of student punishment, individual or group. Students will be provided two days for each illness absence to complete make-up work. Students will be provided one day for each suspension absence to complete make-up work.

No-Zero Policy for Homework

Academic success or failure is determined by a number of factors. One of the main factors of student failure is homework. Failing to do homework results in two major problems; one, the student does not practice and move toward mastery of a topic; and two, incomplete homework results in a zero in the gradebook. Many students do not realize the devastating effect zeros have on their cumulative grade.

Overton Public School is attempting to eliminate zeros from student grades by making sure all homework is completed and turned in. The teachers have been asked to hold students accountable for all homework. If a student comes to class without homework completed, he or she is to call his or her parent and make arrangements to attend Access Period that afternoon or to come in before school the next morning. Students who ride the bus must stay after school the following day if arrangements cannot be made for that afternoon.

Flexibility is built into the policy to benefit teachers and students. Teachers are allowed to use professional judgment when addressing the needs of the students. Some teachers may find time during the day for the student to come to them and complete the homework rather than having them stay after school. For example, teachers may ask a student to come in during Homeroom, Study Hall, or during their planning period if the student has time in their current class. Teachers must communicate with the other teachers on the last example. If a student completes their homework during the day, they are still required to turn their homework in after school so the teacher can check the paper for accuracy and to ensure the student comprehends the material unless other arrangements have been made between the student and teacher. All late homework will be graded at 80% of the actual grade. If a student does not show up for Access Period, when assigned, the teacher will issue a detention for this action.

Inventory: Each teacher shall take a complete inventory of the books and equipment in their department. This inventory must be checked by the administration and turned into the office (paper or electronic) before the teacher leaves for the summer.

Lesson Plans: Every teacher shall have their lesson plans completed and posted on On-Course by Friday for the next week. Teachers should have a printed copy of their lesson plans on their desk. Lesson plans should be clear so that a substitute can understand them. Additional lesson planning may be required for substitutes.

Media Center: The media center is set up to serve the needs of certified staff and students. Certified staff who needs assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center during study halls, at lunch, after school and in the evenings. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

1. Items ordered from the ESU are left and picked up in the staff library.
2. Requests for off-air videotaping, purchases, etc. need to be in writing.
3. If a teacher is bringing a class to the LMC for research, the visit should be written on the scheduling board in the staff library.
4. Materials and equipment should be checked out before being taken out of the media center.
5. All materials and equipment should be returned to the media center at the end of the school year for inventory and maintenance.

Milk Expression: The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers, students, and the public for one year after the child's birth.

News and Press Releases: Positive media coverage of the school district and its activities is good for the school, its staff, and its students. Staff should endeavor to establish and maintain cordial relationships with local media outlets. Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results. Communicating with the public, keeping the public informed, and public relations with the community are important tasks. News of important and/or interesting events and activities are usually welcomed by the newspapers.

Newsletters: The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

Obligations Related to American Civics Instruction: All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment: No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Paraeducators: Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not, however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication: Communication between school and home is vital to the success of our students. Teachers are required to contact parents of students who are struggling in their class. Teachers are also encouraged to contact parents when students do good things, which is not limited to getting good grades. Communicating the positive things our students do is very important. Certified staff must attend parent-teacher conferences, promptly return phone calls and emails, participate in teacher events for students and parents, and when necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact the Principal or Guidance Counselor.

Parties and Meetings (Class): Anything a class does as a group is a school function and will be sponsored as such, and the conduct of the student will be the same as at any school sponsored activity. Parties are limited to one party a semester for each class or organization. Mid-week school parties must end by 10:00 p.m. The time for a weekend party will be 12:00. The sponsors will discuss with the Principal the date, place and time of any class party. They should be put on the school calendar as soon as possible. Class parties are restricted to a 40-mile travel radius. Group meetings of students may only meet when there is a sponsor. Classes will be responsible for cleaning up after the activity has completed.

Passes: Passes from class should be limited to a minimum. Students in grades 5-12 are required to have their pass book to leave the classroom. All students must obtain written permission from the teacher before they will be permitted to leave a study hall or class during a period to see that teacher or work in their classroom. The teacher must be present when students are working in his/her classroom. These must be kept to a bare minimum.

Planning Time: Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day. The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time is not to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

Political Activities: District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in political processes, including seeking an elective office, providing that staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the District is grounds for discipline. For further guidance regarding political conduct on school grounds, contact the superintendent and consult board policies.

Pregnant or Parenting Students: The school district encourages students who are pregnant or parenting are encouraged to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students: All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours. A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth Policy: The Overton Board of Education recognizes the need for continued professional growth on the part of the permanent certified employees. The Overton Board of Education and the O.E.A. have adopted a Professional Growth Policy that is included in the Teacher's Master Contract Agreement. Tenured teachers must turn in hours, workshop, etc. that are to be counted toward Professional Growth to the Superintendent and earn six professional growth points every six years. It is the responsibility of each teacher to furnish the school a complete up-to-date transcript of credits. This will be kept on file and returned when employment is terminated.

Public Relations: Each employee is an arm of the system. Therefore, any dialog with staff, students or community is considered an opinionated response. Public relations are the duty of every person within a given organization. The public's impression of the system will definitely be the outgrowth of your conscious or unconscious actions.

Purchasing: All requisitions for books and school supplies must be filed with the superintendent. The requisition must include the name of the article being requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

Recordings of Students and Classrooms: Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 5063 for information on recording by students.

Rights of Certified and Probationary Teachers: Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the

amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

The Board of Education must inform a teacher in writing on or before April 15 if the teacher is not to be reemployed. Teachers must resign in writing on or before April 15 if you are not planning to teach at Overton Public School.

School Property: School property is not to be lent to individuals except by permission of the superintendent. Staff or groups who wish to use school facilities should make requests to the building principal as early as possible so that they may be placed on the school calendar. Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use: The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security: Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night. Staff members who use the building after hours or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used. Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours and are responsible for setting the security system after hours. Staff members are responsible at all times for all keys issued to them and must keep their keys in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys to the building principal immediately.

Smoking on School Premises or at School Activities: The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Sniffer (Drug) Dogs: The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff: Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Solicitation and Distribution of Merchandise: In the interest of maintaining a proper school environment and preventing interference school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds, except as approved by the administration.

Sponsor & Coaches Duties: A sponsor must be present at any meeting of an organization. Parliamentary procedure is to be followed at all meetings. The sponsor must check to see that a secretary's record book is maintained along with a financial record of receipts and disbursements. All money must be turned into the office at least once a week. The treasurer of the organization is not authorized to write checks. A sponsor must be with the group and responsible for their actions at any school approved function of the group. This includes evenings and weekend activities. In order for the Superintendent to pay bills out of the organization's account, the sponsor must sign the order for payment before presenting it.

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Staff Room: The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Student Aides: Student aides are to be directly supervised by the certified staff member and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the certified staff member by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance: Each K-4 elementary teacher will take roll at the beginning of the day and immediately after lunch period, and record in PowerSchool. If a student misses more than 1/2 of a morning, or afternoon session, then they should be counted absent for that period of time. Each K-4 teacher will also take breakfast count for the next day on PowerSchool. Breakfast count will be taken at the beginning of each day. Each 5-12 teacher will take roll at the beginning of each class session. The

principal's secretary will check these attendance records and record attendance in the official attendance register. The office will only give tardy passes for the first period of the day. Each 5-12 teacher with a first period class needs to take breakfast count for the next day at the beginning of class.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass. A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Activity Absentees: All students must have their work made up before they are to be excused to leave. Teachers should notify the principal of students not getting their make-up work completed on time. A list of students attending the activities will be emailed by the coach/sponsor.

Excused Absence: If a student is absent due to illness or any other excused absence he will be given one day for each day of absence to get their work completed.

Unexcused Absence: If a student has an unexcused absence, each teacher shall require that the work missed be made up with seventy percent of the actual grade. If work is not made up, the student will receive a grade of zero for the days unexcused. The Principal will notify teachers of students who have unexcused absences.

Student Bullying: It is the expectation of the administration that each teacher will provide a classroom free of bullying activity. Teachers must be alert to student behavior at all times. Discipline associated with these instances is to be determined by the teacher. Further disciplinary action may be assigned at the discretion of the Principal.

Student Searches: Certificated staff members may not search students or their belongings. If a staff member suspects a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administration arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Study Hall: The study hall teacher should be present when the bell rings and during all of the study hall. The general rule is "Quiet." Students will not speak to anyone for the first 20 minutes. After the first 20 minutes only, one person may speak at a time with a limit of 3 minutes, and then only upon the discretion of the study hall teacher. Rest room passes may be granted at the discretion of the study hall teacher. No more than one boy and one girl may be excused at a time for the restroom. Students are not to leave the study hall to talk to another teacher unless a pass has been obtained from that teacher BEFORE STUDY HALL BEGINS. After the first 20 minutes, a student, with permission from the study hall teacher, may go to the media center. This must be kept to one person at a time. Books and magazines will be taken back to the media center before the bell rings. No games will be allowed in study halls or regular classrooms.

Substitute Teaching During Planning Period: Certified staff may be required to substitute during their planning period. Teachers will be compensated at a rate of 1/8th the current sub pay per period covered.

Teaching Controversial Issues: Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Telephones: School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency. Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Textbooks: Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution. Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover. Workbooks do not become the property of the students and in most cases should be retained by the school.

Ticket Taking: All staff will be expected to take tickets at one time or another at home events. Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the building principal of who will be taking their place.

Wage and Salary Payments: Staff members are paid on the 15th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school

district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings: The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information will be broadcast on Channel 13 (NTV), www.nebraska.tv, and radio station KRVN-Lexington. This information will also be sent through the One-Call Alert System. Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Workplace Searches: To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

Discipline Plans

Detention Grades 5-12

Detentions can be assigned by any staff member, school employee, or substitute teacher and will be a minimum of 30 minutes. Written detentions will be handed into the Principal to be mailed to the parents or guardians. Detentions will be served on the day they are received, unless other arrangements are made with the teacher who wrote the detention.. All Detentions will be served with the staff member that has assigned the detention. Students skipping detention will receive another detention. Students skipping detention regularly may be assigned a suspension at the discretion of the Principal. If a student receives four written detentions during the school year they will be assigned to one day of Saturday School. This practice will continue until with every fourth detention until the student receives their 20th

detention for the school year. At this time the student will be suspended for two days. After this suspension, the practice will start over with every 4th detention warranting a day of Saturday School and the 20th being two days of suspension.

If a student chooses to not attend Saturday School they will be suspended from school for three days for each Saturday School they are not in attendance. When a student has been assigned to Saturday School or suspended from school their parents/guardians must meet with the Principal before being admitted back into school. Students assigned to Saturday School or suspended from school can not attend or participate in any school activities until admitted back in school.

If a student is sent out of class to the Principal's office the classroom teacher must call the Principal's office to let them know about the situation. It is the teacher's responsibility to discipline the student sent out of their class. Students sent to the Principal's office for disciplinary reasons will not be sent back to class that period.

Each student will get three excused tardies for first period each semester. Detentions are written for each tardy after the third tardy.

Each classroom teacher will have their own set of rules but all staff must enforce the rules in the student and personnel handbooks. Teachers not enforcing the handbook rules will be given a verbal warning and written documentation will be used after the verbal warning.

Students being suspended from school for major infractions will be handled by the administration. The length and severity of the suspension will be determined by the administration on a case-by-case determination. Make-up time for the days missed will be 70% of the actual grade earned and students will have one day to make up work for each day of absence due to their suspension. Teachers will be notified of unexcused student absences.

K-4 Discipline Plan

At the teacher's discretion, a student may be removed from an activity to ensure a positive learning environment for all students. Students may be sent to the Principal's office, at the teacher's discretion, at any time.

BEHAVIOR PLAN AND CONSEQUENCES (GRADES K-2)

Grades K-2 utilize the "Green, Yellow, & Red Card System" for student behaviors in their classrooms. Each student begins the day in the Green or "Ready to Learn" zone. If classroom rules are broken, the consequences are as follows for Grades K-2.

Kindergarten

Name moved to "Yellow" – student was warned about their behavior but continued to disregard the teachers request to change their behavior.

Name moves to "Red" – Student continued behaviors that are not conducive to a productive learning environment. The student will lose some center time. If this behavior continues, the student will be given a detention for their actions. Parents will be contacted about the behavior.

1st Grade

Students will be given a verbal warning to stop inappropriate behaviors.

Yellow Card – Visual Reminder for the student to stop their behavior

2nd Yellow Card – Student loses some recess time

Red Card – Note sent home, 15-minute detention

2nd Grade

Name moved to “Yellow” – warning for inappropriate behavior

Name moved to “Red” – 2nd offense of warned behavior. Student misses 10 minutes of recess and discusses actions with the teacher.

Name moved to “Black” – 3rd offense of the day. Student stays after school to discuss their behavior with the teacher and how to prevent this from happening in the future.

BEHAVIOR PLAN AND CONSEQUENCES (GRADES 3-4)

Grades 3-4 utilize “Above the Line” Behaviors for student behavior in their classrooms. Students have to make choices every day in every aspect of the school day. Learning to make smart choices and dealing with the consequences of poor choices is part of becoming responsible citizens. Students will discuss examples of above, below, and bottom line behaviors. If a student makes a below the line choice, they will receive a “Making Smart Choices” note. This note must be signed by the parent and returned to school the next day. The student’s key will be moved below the line until the note is returned. The student will receive a detention for not returning the note to school the following day. If a student makes a bottom line choice, the students will receive a detention and think sheet. The principal will be contacted, if necessary, and further consequences could result.

K-4 Detention Rules

1. Detention begins at 3:30 and ends at 4:00. Detention on Friday begins at 2:30 and ends at 3:00.
2. Detentions will be served with the teacher on the day the student received the detention. Time will be doubled for students who skip or minutes late will be doubled.
3. If a student skips detention two days in a row the student will not be allowed back in class until a conference with the parent or guardian has been held with the Principal/teacher. If the teacher cannot contact the parent/guardian detention time will be doubled and served on the next school day.
4. Students will complete a reflection paper or discussion with the teacher about their detention during this time.

General Information (K-4)

Detentions are utilized for students who choose not to follow the school rules. To make detentions effective, parent support is a must. Knowing this is a key factor, the teachers will make a concerted effort to have parents contacted when students have detention. Detentions will be doubled if skipped.

We are aware that many students have commitments after school such as doctor's appointments, paper routes, scouts, music lessons and so on. We believe this adds greater responsibility for the child to act responsibly during the day and does NOT serve as an excuse for him/her to make poor decisions. Again, we ask your commitment to this belief for effectiveness and to understand detentions will be served on the day they are received.

Students will report to detention by 3:30 each day Monday-Thursday and 2:30 on Fridays. The teacher will communicate with the parents as the length of the detention.

When a student has accumulated 10 detentions in a semester the student will be suspended from school for one day and the Principal will require a conference with the parents or guardians before the student

will be allowed back in class. When a student has accumulated 20 detentions in a semester the student will be suspended from school for two days and the students and parent/guardian must meet with the Principal/teacher before being allowed back in class. If a student accumulates 30 detentions in a semester the student will be suspended for three days.

Students sent to the Principal's office for major infractions will be required to come to the Principal's office with parents or guardians before they will be allowed back in class.

4012 Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with the board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood

to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for

the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

4013 Grievance Procedure

Definition of Grievance. A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

Procedural Steps. The procedure for handling grievances is as set forth below.

Step 1 - Oral Notice to Principal. The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within seven (7) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Principal. If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal. The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

Step 3 - Written Appeal to the Superintendent of Schools. If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination. The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

Step 4 - Appeal to the Board of Education. If the determination of the superintendent of schools is not satisfactory to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

Grievance Meetings or Hearings. All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

Association Representation. A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

Reprisals. No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

Withdrawal of a Grievance. A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

Advanced Step Filing. A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

Time Limitations. Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

Requirement to Grieve. This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

Bad Faith or Serial Filings. The purpose of the grievance procedure is to resolve complaints and grievances regarding covered matters at the lowest level possible within the chain of command. Grievances filed without any intention to attempt to resolve the issues raised; for the purpose of adding administrative burden; or for purposes inconsistent with the professional obligations of district staff members may be dismissed by the superintendent without providing final resolution other than noting the dismissal on a basis in this section.

5030 Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

A copy of this policy shall be included in the student handbook.

Emergency Response to Life Threatening Asthma or Systemic Allergic Reaction (ANAPHYLAXIS)

School employees will comply with the requirements of "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)". The district shall procure and maintain the equipment and medication necessary to implement the protocol.

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

Amherst, Elm Creek, Overton, S-E-M Schools

EDUCATION PLAN FOR ASTHMA/ANAPHYLAXIS EMERGENCY RESPONSE TEAMS
PROTOCOL
Emergency Response To Life-Threatening Asthma Or Systemic Allergic Reactions (Anaphylaxis)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, AND DEATH CAN OCCUR. Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
Wheezing
Severe shortness of breath
Retractions (chest or neck "sucked in")
Cyanosis (lips and nail beds exhibit a grayish or bluish color)
Change in mental status, such as agitation, anxiety, or lethargy
A hunched-over position
Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

- Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives
Abdominal: pain, nausea and vomiting, diarrhea
Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
Mental status: apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

- 1. CALL 911
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen® and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer an IM EpiPen-Jr. for a child less than 50 pounds or an adult EpiPen® for any individual over 50 pounds
- Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat times two, back-to-back
- Administer CPR, if indicated

M. B. M.D. 1/17/13
(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assessment them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, building principal, guidance counselor and local law enforcement If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team

shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

3057
Title IX

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. Designation. The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3-5.1.4 **Error! Reference source not found.** and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—

2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the

benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. Specific Prohibitions. Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 **Error! Reference source not found.**above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

4. Response to Sexual Harassment

4.1. Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. General Response to Sexual Harassment. When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. Emergency Removal. Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that

the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5. **Error! Reference source not found.** below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. **Grievance Process for Formal Complaints of Sexual Harassment.**

5.1. **General Requirements.**

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

- 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable;
- 5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- 5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.2.
- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- 5.2. **Notice of Allegations.**
 - 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:
 - 5.2.1.1. A copy of this policy.
 - 5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The

written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5, and may inspect and review evidence under subsection 5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the

professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Determination Regarding Responsibility**

5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior

- are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.
- 5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:
- 5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
 - 5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - 5.6.3.3. Findings of fact supporting the determination;
 - 5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;
 - 5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
 - 5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.
- 5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- 5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.
- 5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.
- 5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.7.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.
 - 5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:
 - 5.7.2.1. Procedural irregularity that affected the outcome of the matter;

- 5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- 5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 5.7.3. As to all appeals, the district will:
 - 5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - 5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - 5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
 - 5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - 5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - 5.7.3.6. Provide the written decision simultaneously to both parties.

5.8. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

- 5.8.1. Provides to the parties a written notice disclosing:
 - 5.8.1.1. The allegations;
 - 5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - 5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - 5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process;
- 5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.9. **Recordkeeping.**

- 5.9.1. The district will maintain for a period of seven years records of:
 - 5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to

restore or preserve equal access to the district's education program or activity;

5.9.1.2. Any appeal and the result therefrom;

5.9.1.3. Any informal resolution and the result therefrom; and

5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide non-vocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent

that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

5052 School Wellness Policy

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:

- i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods & Beverages Provided, But Not Sold to Students During School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)

- a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.
- b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:
 - (1) It shall not be sold in competition with school meals in the food service area during the meal service.
 - (2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.
 - (3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements
 - (4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule) found at

[https://www.healthiergeneration.org/asset/wtqdwu/14-6372 ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372%20ModelWellnessPolicy.doc).

CONCUSSION FACT SHEET FOR SCHOOL PROFESSIONALS



WHAT IS A CONCUSSION?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious.

Children and adolescents are among those at greatest risk for concussion. The potential for a concussion is greatest during activities where collisions can occur, such as during physical education (PE) class, playground time, or school-based sports activities. However, concussions can happen any time a student's head comes into contact with a hard object, such as a floor, desk, or another student's head or body. Proper recognition and response to concussion can prevent further injury and help with recovery.

THE FACTS

1. All concussions are serious.
2. Most concussions occur without loss of consciousness.
3. Recognition and proper response to concussions when they first occur can help prevent further injury or even death.



Children and teens with a concussion should **NEVER** return to sports or recreation activities on the same day the injury occurred. They should delay returning to their activities until a health care professional experienced in evaluating for concussion says they are symptom-free and it's OK to return to play. This means, until permitted, not returning to:

- Physical Education (PE) class,
- Sports practices or games, and
- Physical activity at recess.

HOW CAN I RECOGNIZE A CONCUSSION?

Teachers and school counselors may be the first to notice changes in their students. The signs and symptoms can take time to appear and can become evident during concentration and learning activities in the classroom.

Send a student to the school nurse, or another health professional, if you notice or suspect that a student has:

1. Any kind of forceful blow to the head or to the body that results in rapid movement of the head,

AND

2. Any change in the student's behavior, thinking, or physical functioning. (See the signs and symptoms of concussion.)



“WHEN IN DOUBT, SIT THEM OUT!”

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WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

The signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. Be alert for any of the following signs or symptoms. Also, watch for changes in how the student is acting or feeling, if symptoms are getting worse, or if the student just "doesn't feel right."

SYMPTOMS REPORTED BY STUDENT:

EMOTIONAL:

- Irritable
- Sad
- More emotional than usual
- Nervous

THINKING/REMEMBERING:

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

SLEEP*:

- Drowsy
- Sleeps less than usual
- Sleeps more than usual
- Has trouble falling asleep

*Only ask about sleep symptoms if the injury occurred on a prior day

PHYSICAL:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

SIGNS OBSERVED BY SCHOOL STAFF:

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events prior to the hit, bump or fall
- Can't recall events after the hit, bump or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

DANGER SIGNS

Be alert for symptoms that worsen over time. A student should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)



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TO LEARN MORE GO TO WWW.CDC.GOV/CONCUSSION

WHAT DO I NEED TO KNOW ABOUT MY STUDENTS RETURNING TO SCHOOL AFTER A CONCUSSION?

Supporting a student recovering from a concussion requires a collaborative approach among school professionals, health care providers, and parents, as s/he may need accommodations during recovery. If symptoms persist, a 504 meeting may be called. Section 504 Plans are implemented when students have a disability (temporary or permanent) that affects their performance in any manner. Services and accommodations for students may include speech-language therapy, environmental adaptations, curriculum modifications, and behavioral strategies.

Students may need to limit activities while they are recovering from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms (such as headache or tiredness) to reappear or get worse.

Check out CDC's Heads Up to Schools Facts Sheet on "Returning Students to School After a Concussion Fact Sheet". For more information: www.CDC.GOV/Concussion



WHAT TO LOOK FOR AFTER A CONCUSSION:

Students who return to school after a concussion may need to:

- Take rest breaks as needed,
- Spend fewer hours at school,
- Be given more time to take tests or complete assignments,
- Receive help with schoolwork, and/or
- Reduce time spent on the computer, reading, or writing

When students return to school after a concussion, school professionals should watch for:

- Increased problems paying attention or concentrating
- Increased problems remembering or learning new information
- Longer time needed to complete tasks or assignments
- Difficulty organizing tasks
- Inappropriate or impulsive behavior during class
- Greater irritability
- Less able to cope with stress or is more emotional

It is normal for students to feel frustrated, sad, and even angry because they cannot return to recreation or sports right away, or cannot keep up with schoolwork. A student may also feel isolated from peers and social networks. Talk with the student about these issues and offer support and encouragement. As the student's symptoms decrease, the extra help or support can be removed gradually.

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TO LEARN MORE GO TO [>> WWW.CDC.GOV/CONCUSSION](http://WWW.CDC.GOV/CONCUSSION)

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

A Fact Sheet for COACHES

HEADS UP CONCUSSION

One of the main jobs of a youth sports coach is keeping athletes safe. This sheet has information to help you protect athletes from concussion or other serious brain injury, learn how to spot a concussion, and know what to do if a concussion occurs.

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

HOW CAN I HELP KEEP ATHLETES SAFE?

Sports are a great way for children and teens to stay healthy and can help them do well in school. As a youth sports coach, your actions create the culture for safety and can help lower an athlete's chance of getting a concussion or other serious injury. Aggressive and/or unsportsmanlike behavior among athletes can increase their chances of getting a concussion or other serious injury. Here are some ways you can help keep your athletes safe:

Talk with athletes about the importance of reporting a concussion:

- Talk with athletes about any concerns they might have about reporting their concussion symptoms. Make sure to tell them that safety comes first and you expect them to tell you and their parent(s) if they think they have a concussion.

Create a culture of safety at games and practices:

- Teach athletes ways to lower the chances of getting a concussion.
- Enforce the rules of the sport for fair play, safety, and sportsmanship.
- Ensure athletes avoid unsafe actions such as:
 - › Striking another athlete in the head;
 - › Using their head or helmet to contact another athlete;
 - › Making illegal contacts or checking, tackling, or colliding with an unprotected opponent; and/or
 - › Trying to injure or put another athlete at risk for injury.



- Tell athletes that you expect good sportsmanship at all times, both on and off the playing field.

Keep up-to-date on concussion information:

- Review your state, league, and/or organization's concussion guidelines and protocols.
- Take a training course on concussion. CDC offers concussion training at no cost at www.cdc.gov/HEADSUP.
- Download CDC's HEADS UP app or a list of concussion signs and symptoms that you can keep on hand.

Check out the equipment and sports facilities:

- Make sure all athletes wear a helmet that fits well and is in good condition when appropriate for the sport or activity. There is no "concussion-proof" helmet, so it is important to enforce safety rules that protect athletes from hits to the head and when a helmet falls off during a play.
- Work with the game or event administrator to remove tripping hazards and ensure that equipment, such as goalposts, have padding that is in good condition.

Keep emergency contact information handy:

- Bring emergency contact information for parents and health care providers to each game and practice in case an athlete needs to be taken to an emergency department right away for a concussion or other serious injury.
- If first responders are called to care for an injured athlete, provide them with details about how the injury happened and how the athlete was acting after the injury.

HOW CAN I SPOT A POSSIBLE CONCUSSION?

Athletes who show or report one or more of the signs and symptoms listed below—or simply say they just “don’t feel right” after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

SIGNS OBSERVED BY COACHES OR PARENTS:

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (even briefly).
- Shows mood, behavior, or personality changes.
- Can’t recall events prior to or after a hit or fall.

SYMPTOMS REPORTED BY ATHLETES:

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not “feeling right”, or “feeling down”.

NOTE: Concussion signs and symptoms often show up soon after the injury, but it can be hard to tell how serious the concussion is at first. Some symptoms may not be noticed or may not show up for hours or days.

WHAT ARE SOME MORE SERIOUS DANGER SIGNS TO LOOK FOR?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or ensure an athlete is taken to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.

CONCUSSIONS AFFECT EACH ATHLETE DIFFERENTLY.

While most athletes with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with an athlete’s parents if you notice their concussion symptoms come back after they return to play.

WHAT SHOULD I DO IF I THINK AN ATHLETE HAS A POSSIBLE CONCUSSION?

As a coach, if you think an athlete may have a concussion, you should:

REMOVE THE ATHLETE FROM PLAY.

When in doubt, sit them out!

KEEP AN ATHLETE WITH A POSSIBLE CONCUSSION OUT OF PLAY ON THE SAME DAY OF THE INJURY AND UNTIL CLEARED BY A HEALTH CARE PROVIDER.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess an athlete for a possible concussion. After you remove an athlete with a possible concussion from practice or play, the decision about return to practice or play is a medical decision that should be made by a health care provider. As a coach, recording the following information can help a health care provider in assessing the athlete after the injury:

- Cause of the injury and force of the hit or blow to the head or body.
- Any loss of consciousness (passed out/knocked out) and if so, for how long.
- Any memory loss right after the injury.
- Any seizures right after the injury.
- Number of previous concussions (if any).

INFORM THE ATHLETE’S PARENT(S) ABOUT THE POSSIBLE CONCUSSION.

Let them know about the possible concussion and give them the HEADS UP fact sheet for parents. This fact sheet can help parents watch the athlete for concussion signs or symptoms that may show up or get worse once the athlete is at home or returns to school.

ASK FOR WRITTEN INSTRUCTIONS FROM THE ATHLETE’S HEALTH CARE PROVIDER ON RETURN TO PLAY.

These instructions should include information about when they can return to play and what steps you should take to help them safely return to play.

WHY SHOULD I REMOVE AN ATHLETE WITH A POSSIBLE CONCUSSION FROM PLAY?

The brain needs time to heal after a concussion. An athlete who continues to play with concussion has a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect an athlete for a lifetime. It can even be fatal.

SOME ATHLETES MAY NOT REPORT A CONCUSSION BECAUSE THEY DON'T THINK A CONCUSSION IS SERIOUS.

They may also worry about:

- Losing their position on the team or during the game.
- Jeopardizing their future sports career.
- Looking weak.
- Letting their teammates or the team down.
- What their coach or teammates might think of them.

WHAT STEPS CAN I TAKE TO HELP AN ATHLETE RETURN TO PLAY?

An athlete's return to school and sports should be a gradual process that is approved and carefully managed and monitored by a health care provider. When available, be sure to also work closely with your team's certified athletic trainer.

Below are five gradual steps that you, along with a health care provider, should follow to help safely return an athlete to play. Remember, this is a gradual process. These steps should not be completed in one day, but instead over days, weeks, or months.



BASELINE:

Athlete is back to their regular school activities, is no longer experiencing symptoms from the injury when doing normal activities, and has a green light from their health care provider to begin the return to play process.

An athlete should only move to the next step if they do not have any new symptoms at the current step.

STEP 1:

Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

STEP 2:

Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (less time and/or less weight than a typical routine).

STEP 3:

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

STEP 4:

An athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

STEP 5:

An athlete may return to competition.

REMEMBER:

It is important for you and the athlete's parent(s) to watch for concussion symptoms after each day's return to play progression activity. If an athlete's concussion symptoms come back, or he or she gets new symptoms when becoming more active at any step, this is a sign that the athlete is pushing him- or herself too hard. The athlete should stop these activities, and the athlete's health care provider should be contacted. After the okay from the athlete's health care provider, the athlete can begin at the previous step.



Content Source: CDC's HEADS UP campaign. Customizable HEADS UP fact sheets were made possible through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

JOIN THE CONVERSATION AT www.facebook.com/CDCHEADSUP

TO LEARN MORE GO TO [cdc.gov/HEADSUP](https://www.cdc.gov/HEADSUP)

Overton Public School District
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT (2023-2024)

In order to make sure that all members of Overton Public School District community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Overton School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Overton Public School District and I understand and will abide by those district guidelines and conditions for the use of the facilities of Overton Public School District and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Overton Public School District any of its employees, or any institution providing network access to Overton Public School District responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Overton Public Schools
Certificated Staff Handbook
2023-2024

I acknowledge that I have received a copy of the Overton School Certified Staff Handbook which includes the district's drug-free workplace policy statement. I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook and by all board policies governing my employment. Further, if I have any questions about any provision of this handbook or any board policy, I should confer with my supervisor or building principal.

Employee's Name

Employee's Signature

Date