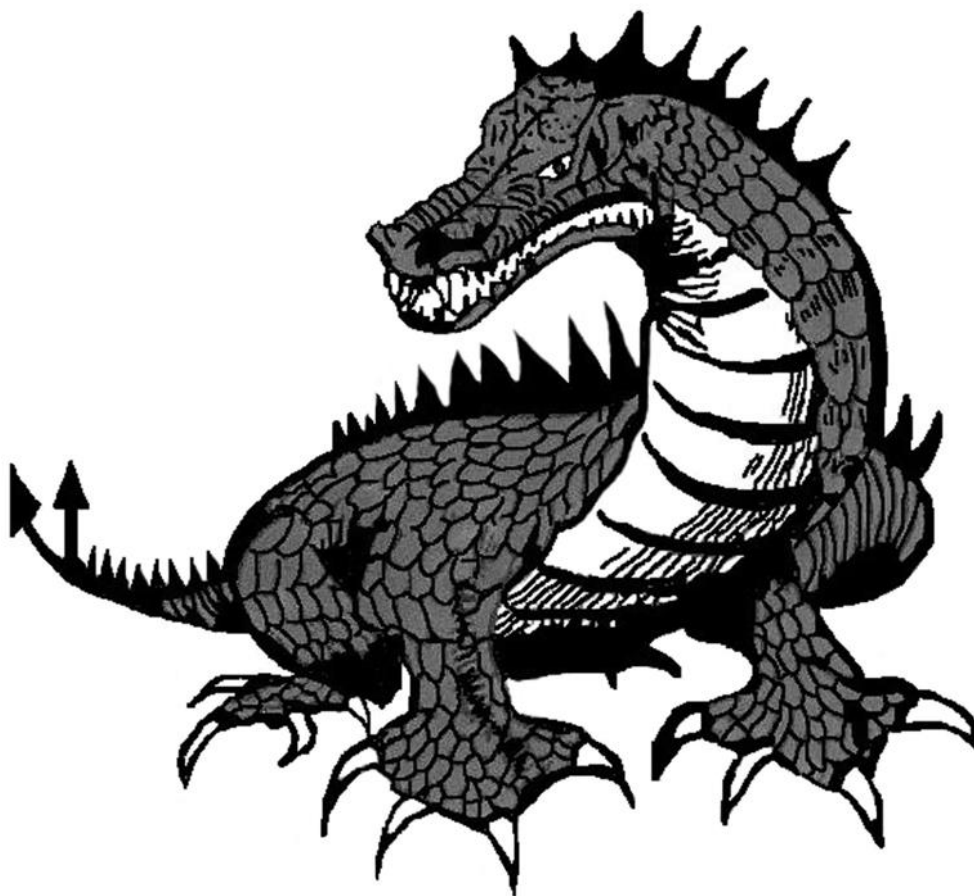


# **PENDER PUBLIC SCHOOLS**

## **2018 - 2019**



### **PK – 6<sup>TH</sup> GRADE**

### **PARENT – STUDENT HANDBOOK**

Approved by the Pender Board of Education (7/16/18)

*6/27/18 KB*



***Pender Elementary School***  
609 Whitney St. ~ Pender, NE 68047  
402-385-3244  
[www.penderschools.org](http://www.penderschools.org)

Dear Students and Families,

Welcome to Pender Elementary School! This handbook has been prepared for all students and parents/guardians in hopes that it will be helpful in answering questions you might have about the policies and practices of our school. When policies and practices are in place, it is easier for everyone to then focus on our most important work, teaching and learning.

Please carefully review the contents of this handbook with your child. If you have questions or concerns not covered in this handbook, please do not hesitate to call your child's teachers, the school office or myself.

On behalf of the entire staff, I am looking forward to working together to make this an enjoyable, productive and successful year! It's a GREAT day to be a PENDRAGON!

Respectfully,

Kelly Ballinger  
P-6 Principal  
Special Services Director

**Intent of Student Handbook**

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Pender Elementary School. Each student is responsible for becoming familiar with the handbook and knowing the information contained within it. Parents are encouraged to use this handbook as a resource to assist their child in following the procedures and rules contained in this handbook.

Although information found in this handbook contains detailed and specific information on a variety of topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a contract. The administration reserves the right to make decisions and rule revisions at any time to assure the well-being of students and the educational system as a whole. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in the handbook, administration will make decisions based upon school district policy, state guidelines and federal regulations.

## **PENDER PUBLIC SCHOOLS MISSION STATEMENT**

*The mission of the Pender Public School District is to provide quality educational opportunities in a safe, positive learning environment that motivates and challenges all students to become productive and responsible citizens.*

### **Pender Public Schools Governing Beliefs**

- *We believe communication is necessary in providing a quality education.*
- *We believe that a quality education is a joint commitment and responsibility of the entire community.*
- *We believe that our school system should provide the educational opportunities to meet the individual needs of all students.*
- *We believe the learning environment should be safe, supportive, positive and dignified.*
- *We believe in providing the learning environment and technology to motivate and challenge the student to be the best he/she can be.*
- *We believe in recognizing the diversity of students, their backgrounds and families.*
- *We believe in creating an educational environment in which students learn to take responsibility for their own actions.*
- *We believe that our school system should hire, maintain and retain the best-qualified staff possible.*

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This handbook is available on line at [www.penderschools.org](http://www.penderschools.org).  
There is also a link for school board policy as well as a variety of additional resources for students/parents.  
Feel free to contact the district office/administration at any time with questions.

# Elementary School Directory

## **Administration**

|                                    |                    |
|------------------------------------|--------------------|
| Superintendent                     | Dr. Jason Dolliver |
| Elementary Principal/SPED Director | Kelly Ballinger    |
| Secondary Principal                | Eric Miller        |

## **District Secretaries**

|                         |               |
|-------------------------|---------------|
| Superintendent's Office | Deanna Hansen |
| Elementary              | Andrea Hansen |
| Secondary               | Lisa Johnson  |

## **Elementary Staff**

|                                   |                       |
|-----------------------------------|-----------------------|
| Preschool                         | Dawn Goodman          |
| Kindergarten                      | Amy Bargholz          |
|                                   | Shauna Kinning        |
| 1st Grade                         | Ashley Bessmer        |
|                                   | Brittany Wolfgram     |
| 2 <sup>nd</sup> Grade             | Sheila Dahlman        |
|                                   | Vicki Smith           |
| 3rd Grade                         | Liz Hoffman           |
|                                   | Brianna Gear          |
| 4th Grade                         | Megan Nixon           |
|                                   | Kelly Schrunk         |
| 5th Grade                         | Luke Hoffman          |
| 6th Grade                         | Tara English          |
|                                   | Tara Miller           |
| Special Education, Autism Program | Kayla Brewer          |
| Special Education, K-3            | Kira Swinton          |
| Special Education, 4-6            | Lisa Maise            |
| Title 1                           | Audra Miller          |
| Music                             | Brandi Kolbeck        |
| Band                              | Matt Dregalla         |
| PE                                | Dennis Oliver         |
| Art                               | Dustin Krusemark      |
| Spanish                           | Margarita Flores      |
| Guidance Counselor                | Thad Nixon            |
| Library/ Technology               | Rhonda Heise          |
| Speech Therapist                  | Megan Gubbels, ESU #1 |
| School Psychologist               | Leah Clark            |
| Paraprofessional                  | Tab Albus             |
| Paraprofessional                  | Mandy Baker           |
| Paraprofessional                  | Sally Hansen          |
| Paraprofessional                  | Lindi Hathaway        |
| Paraprofessional                  | Kim Hofmeister        |
| Paraprofessional                  | Janet Schopke         |
| Paraprofessional                  | Richelle Webster      |
| Paraprofessional                  | Leigh Heese           |
| Paraprofessional                  | New                   |

**Support Staff:**

|                             |                 |
|-----------------------------|-----------------|
| Food Service Manager        | Pam Buchholz    |
| Maintenance                 | Tony Crippen    |
| PreK-12 <sup>th</sup> Nurse | Leslie Timm     |
| Cook                        | Carol Peters    |
| Cook                        | Chris Meyer     |
| Custodian                   | Doug Schrieber  |
| Custodian                   | Marjorie Fisher |
| Transportation/Custodian    | Scott Pfeiffer  |
| Bus Route Driver            | Nadine Randall  |
| Bus Route Driver            | Denny Frese     |

**Board of Education:**

|                     |               |
|---------------------|---------------|
| President           | Matt Peters   |
| Vice President      | Matt Heineman |
| Secretary-Treasurer | Jason Roth    |
|                     | JJ Maise      |
|                     | Jean Karlen   |
|                     | Dan Wichman   |

**When Contacting the School By Phone**

When calling the school, a voice message will answer the phone and state, *“Thank you for calling Pender Public Schools. We are currently assisting other callers. If you know your party’s extension number please dial it at any time.”* You will then be given the following options:

|                  |  |
|------------------|--|
| <b>Section 1</b> | Elementary Office press 1                                |
| <b>Section 2</b> | High School Office press 2                               |
| <b>Section 3</b> | Superintendent’s Office press 3                          |
| <b>Section 4</b> | Activities Press 4                                       |
| <b>Section 5</b> | To report your Student’s Absence, press 5                |
| <b>Section 6</b> | Press 6 for a directory                                  |
| <b>Section 7</b> | Or dial ‘0’ to hold for the first available staff person |

After pressing 5 to report a student absence, you will hear the following prompt:

Student Absence Mailbox: To leave a message you will press ‘1’ and hear *“Please leave your students name and reason for missing school. In case of illness, please include symptoms, as this assists us in our overall health reports for the school. Thank you.”*



# Pender Public Schools 2018-2019 School Calendar

| AUGUST 2018  | Dates   | Description  | SEPTEMBER 2018   |
|--|---|--|--|
| S M T W TH F S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31    | August 6<br>13, 14, 15<br>15<br>16<br>17, 18, 19<br>20<br>September 3<br>21<br>12, 19, 26 | FB/VB/CC/GG/SB Practice Begins<br>Teacher Inservice<br>Open House - 6-8 p.m.<br>First Day - K-12 Students<br>Dismiss @ 1; no preschool<br>Musical<br>First Day - Preschool<br>No School - Labor Day<br>Homecoming<br>Dismiss @ 2:30 pm; tchr inservice | S M T W TH F S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30    |
| OCTOBER 2018   | October 3, 10, 17, 31   | Dismiss @ 2:30 pm; tchr inservice<br>End of Quarter; 46 days<br>Parent/Teacher Conf; 3-9 pm<br>Dismiss @ 2:30 pm<br>No school (Comp Day)   | NOVEMBER 2018  |
| S M T W TH F S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30 31    | November 7, 14, 28<br>21<br>22-23   | Dismiss @ 2:30 pm; tchr inservice<br>Dismiss @ 1<br>Thanksgiving Break   | S M T W TH F S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30       |
| DECEMBER 2018  | December 5, 12, 19<br>21<br>22-26<br>22-31  | Dismiss @ 2:30 pm; tchr inservice<br>2nd Quarter Ends - 42 days; 1 pm dismissal<br>NSAA Moratorium - No Practice<br>Winter Break   | JANUARY 2019   |
| S M T W TH F S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | January 1-2<br>3<br>9, 16, 23, 30   | Winter Break<br>School Resumes<br>Dismiss @ 2:30 pm; tchr inservice  | S M T W TH F S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31    |
| FEBRUARY 2019  | February 6, 13, 20, 27<br>15<br>27  | Dismiss @ 2:30 pm; tchr inservice<br>No School<br>Parent/Teacher Conf; 3-9 pm<br>Dismiss @ 2:30 pm   | MARCH 2019   |
| S M T W TH F S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28             | March 6, 13, 20, 27<br>7<br>8   | Dismiss @ 2:30 pm; tchr inservice<br>3rd Quarter Ends - 45 days<br>No School (Comp Day)  | S M T W TH F S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 |
| APRIL 2019   | April 3, 10, 17, 24<br>13<br>19<br>21<br>22   | Dismiss @ 2:30 pm; tchr inservice<br>Prom<br>Spring Break<br>Easter<br>Spring Break  | MAY 2019   |
| S M T W TH F S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30       | May 1, 8<br>5<br>16<br>16<br>17<br>17, 20-24  | Dismiss @ 2:30 pm; tchr inservice<br>Graduation<br>Last day for students<br>End of 4th Quarter - 47 Days<br>Last day for staff<br>Snow make up days  | S M T W TH F S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31    |
| <div> <div></div> = Weighted Leave </div>  |   |  |  |
| 88 Days  |   | 1st Semester   |  |
| 92 Days  |   | 2nd Semester   |  |
|  |   | Total Student Days   |  |
|  |   | Teacher Contract Days  |  |
|  |   | = No School  |  |
|  |   | = Early Dismissal  |  |

Approved by Board of Education - March 12, 2018 - Calendar subject to change

# STUDENT ENROLLMENT

## **Birth Certificates**

*\*See Board Policy #5001*

Nebraska Legislative Bill 559, The Missing Children's Identification Act, requires that "upon enrollment of a student for the first time in a public or private school system, the school of enrollment shall notify in writing the person enrolling the student that within thirty days he or she must provide either (a) a certified copy of the student's birth certificate or (b) other reliable proof of the student's identity and age accompanied by an affidavit explain the inability to produce a copy of the birth certificate."

A certified copy of the birth certificate may be obtained from the Bureau of Vital Statistics located in the capital of the state in which the child was born.

## **Guardianship**

Any student, or students, whose legal guardianship has been transferred to a resident of this school district, shall reside at the domicile of the appointed guardian. The guardian of each student may be requested to file a copy of the court order assigned guardianship to the individual with the office of the superintendent of schools. The school shall conduct all business on behalf of the student with the legal guardian.

## **Physical Examinations**

*\*See Board Policy #5001*

Each student entering:

1. Kindergarten
2. Seventh grade
3. Entering PPS from another state regardless of grade level

A physical form or other written evidence signed by a qualified physician must be presented by every student confirming that the student has received a physical examination within six months prior to the beginning of the school year. A physical examination is not required of any child whose parent or guardian objects in writing. The cost of the required physical examination is the responsibility of the parent or guardian of each child.

**IMPORTANT!** No student in any of the above groups will be permitted to enroll in school unless the school is provided with (1) evidence of physical examination within the past six months, or (2) a parent signed waiver. The above requirements were established by Nebraska State School Law 79-444 as enacted by the legislature of the State of Nebraska. (See board policy 5001)

2018-2019

| district's entering grade) |  |
|----------------------------|--|
|                            |  |
|                            |  |

# STUDENT ATTENDANCE

## Compulsory Attendance Policy

\*See Board Policy #5008

Except for those students exempted by law, this school district expects all children living within the boundaries of the school district and who are between the ages of six and eighteen to be in attendance every day that school is in session unless they have been excused.

## Attendance Policy and Excessive Absenteeism

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

## Attendance and Absences

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval. Student absences/tardies will be addressed through the Student Assistance Team (SAT).
  - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
    - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
    - (2) Other absences as determined by the principal or the principal's designee.
  - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
    - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
    - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.
2. Excessive Absenteeism. Students who accumulate ten (10) unexcused absences in a semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

- a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child (every absence after 5); and
- b. One or more meetings between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance (every absence after 10). The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
  - (i) Illness related to physical or behavioral health of the child.
  - (ii) Educational counseling;
  - (iii) Educational evaluation;
  - (iv) Referral to community agencies for economic services;
  - (v) Family or individual counseling; and
  - (vi) Assisting the family in working with other community services.

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

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

### **Arrival & Dismissal**

The K-3 school day is 8:15 a.m. - 3:30 p.m. The 4-5-6 school day is 8:15-3:40. Students in grades K-6 eating breakfast may arrive at 7:30 am. Prior to that time, the school is not responsible for supervision of the students. Students in grades K-6 not eating breakfast at school should not arrive before 8:00 a.m. Students in grades K-6 are not allowed in the building until 8:00 a.m. unless it is raining or is extremely cold. When it is raining or extremely cold, students will be allowed to go to the Heese Event Center with adult supervision at 8:00 a.m. Elementary students should only use door #4 when entering school. If a student enters school after 8:15 a.m., he/she will be counted tardy and must check in at the district office before going to class. It is important that students arrive to school on time. Students should have a note or a parent should call the school if they arrive late/tardy.

K-3 dismissed from their classroom at 3:30 p.m. and 4-5-6 students at 3:40 p.m. All students will be dismissed from the south side of the building. Parents picking up their children at the end of the school day should meet them on the southwest side of the building in the designated pick up area. Students riding the bus will be dismissed out door #8 and will be supervised on the playground or in the cafeteria until busses arrive. Students who are walking home will be dismissed out door #6 on the south side of the building and will be escorted to the alley to the west. Students are to go directly home after school unless parents have made other arrangements and the school has been notified. Parents need to make arrangements to have their children picked up from school no later than 3:45 p.m. Students waiting for older siblings will wait on the playground for pick-up. The school is not responsible for supervision of students once the students are to have left the school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

All preschool students are to be dropped off and picked up on the south side of the building in the designated pick-up area. There will be two groups of students (Group A and Group B) in the preschool program. Group A will attend school from 8:15 am to 11:15 am and Group B will attend from 12:30 pm to 3:30 pm. Preschool students do not eat breakfast or lunch at school and are typically not provided transportation. If you have any questions please feel free to contact the school office.

### **After School Policy**

If a teacher keeps a student after school, the student should call his/her parent(s). If the student's family does not have a phone or the family cannot be reached, a teacher should make arrangements with a parent in writing the day before the student stays after school.

### **Attendance is Required to Participate in Activities**

Students must be in attendance the entire school day in order to participate in school activities. This includes sports contests, practice, and programs. The principal retains the right to grant participation should exceptional circumstances prevail.

### **Make-up Work**

Teachers may assign make-up work for any absent students. Parents should understand that some class work cannot be made up due to the nature of the work. When possible students should make every attempt to make up work prior to being absent. The school asks that if at all possible, the school be notified a few days in advance of the date the student will be absent. Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work unless other arrangements are made with the teacher.

### **Release of Students**

A student shall not be released from any portion of the school day into the custody of any person, other than the parent/legal guardian, unless written permission from the parents or legal guardian has been received by the building principal.

### **Reporting Absences**

To report an absence, please either call the district office at 402-385-3244 or report directly to the district office through door #4. The absence should be reported to the school by 8:30 a.m. The school office will attempt to call the parents/guardians to verify reasons for absence after 8:30. This is done to ensure that parents know their child is not in school.

A student leaving school during the school day is to check out at the district office. The student will need to present a note from a parent or guardian giving the time and reason for leaving school early. Parents need to come to the office to check their children out. In case of illness, a call to the parent or guardian will be made to insure proper attention to the health of the students.

### **Tardies and Leaving Early**

A student is considered tardy if he/she arrives between 8:15 a.m. and 8:45 a.m. If a student arrives after 8:45 a.m., he/she will be considered absent for a half- day. A student that leaves in the afternoon before 2:45 p.m. will be considered absent for a half- day. After 5 tardies, students may be asked to make up their time missed after school. After 10 tardies, parents and students may be required to meet with the principal. After 20 tardies, a referral to the county attorney may be made.

### **Transferring Students**

Parents/Guardians are asked to notify the school in advance of a planned move from the Pender District. This can be done by coming to the school office and signing a form that releases cumulative records. The form insures that all books are returned and that the lunch account has been settled.

## **STUDENT CONDUCT**

*\*See Board Policy #5100*

*Pender Elementary School's rules encourage safety, respect and responsibility for all students and staff. All Pender staff members encourage, model and practice these skills. All staff members are responsible for enforcing these procedures with students across all school settings. If the staff member or teacher needs additional support, the student may be referred to the administration. The teacher or principal may contact a parent to discuss the student's behavior.*

### **Purpose of Student Conduct Rules**

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

### **Forms of School Discipline**

A. **Short-Term Suspension:** Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

1. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
2. Other violations of rules and standards of behavior adopted by the Pender Public Schools Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

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

addition to the parent or guardian is to attend the conference. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent. The suspension pending hearing may be imposed if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
3. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
4. Alternative Education. Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
5. Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one (1) full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who



chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

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

### **Student Conduct Expectations**

Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well-being or rights of other students, staff or visitors.

#### **A. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment**

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

- a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- b. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
- c. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
- d. Causing or attempting to cause personal injury to any person, including any school

employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

- e. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
- f. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
- g. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant;
- h. Public indecency or sexual conduct;
- i. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
- j. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
- k. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of a phone or internet off-school grounds to threaten; or
- l. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
- m. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
- n. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;
- o. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in

speech that a reasonable observer would interpret as advocating illegal drug use.

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

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

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

**Reporting Student Law Violations:**

- Cases of law violations or suspected law violations by students may be reported to the police and to the student's parents or guardian as soon as possible.
- When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the Principal or other school official shall provide the peace officer with the address and phone number of the minor's parents or guardian.
- In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of Pender Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
  - Knowingly possessing illegal drugs, tobacco, or alcohol.
  - Assault.
  - Vandalism resulting in significant property damage.
  - Theft of school or personal property of a significant nature.
  - Automobile accident.
  - Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

## **Show Your Pendragon PRIDE!**

### ***In the Classroom...***

1. Be safe.
2. Be responsible.
3. Be respectful to your peers and adults.
4. Follow all classroom rules.
5. Follow directions given the first time.
6. Show your Pendragon PRIDE.

### ***In the Hallway...***

1. Walk
2. Keep hands and feet to self.
3. Use Rule of Right.
4. Walk quietly.
5. Show your Pendragon PRIDE.

### ***In the Cafeteria...***

1. Keep hands and feet to self.
2. Wait in line in order.
3. Sit on your bottom with feet on the floor.
4. Talk quietly to your neighbor when allowed.
5. Eat your own food and eat politely.
6. Raise your hand if you need an adult.
7. Be respectful to adults in the lunchroom.
8. Follow directions given the first time.
9. Show your Pendragon PRIDE.

### ***In an Assembly...***

1. Keep hands and feet to self.
2. Be respectful.
3. Participate when appropriate.
4. Stay seated in designated area.
5. Enter and exit orderly and quietly.
6. Follow directions given the first time.
7. Show your Pendragon PRIDE.

### ***On the Playground...***

1. Use equipment appropriately.
2. Be respectful to adults and peers.
3. Be safe.
4. Keep hands and feet to self.
5. Stay in designated areas.
6. Line up quietly and promptly.
7. Be kind to your peers.
8. Try to include others in your play or decline politely and appropriately.
9. Follow directions the first time.
10. Show your Pendragon PRIDE.

### ***In the Restroom...***

1. Be safe.
2. Keep hands and feet to self.
3. Be respectful.
4. Wash hands always.
5. Dispose of paper towels appropriately.
6. Flush the toilet when necessary.
7. Show your Pendragon PRIDE.

### ***Before and After School...***

1. Enter and exit school/grounds:
  - a) Students should enter through door 4
  - b) Students exit building through door 6 or 8.
2. Enter and exit the building quietly.
3. Be safe.
4. Be responsible.
5. Be respectful of others.
6. Follow directions the first time.
7. Keep hands, feet and objects to self.
8. Show your Pendragon PRIDE.

### ***With Your Peers...***

1. Be safe.
2. Be responsible.
3. Be kind.
4. Be honest.
5. Always treat others with respect and dignity.
6. Show your Pendragon PRIDE.

Pendragon PRIDE assemblies are held quarterly to recognize student success. Please contact the school office for additional information on date and time.

### ***When an Adult Is Trying to Get Your Attention...***

1. Stop talking.
2. Face the adult who is talking.
3. Look at the adult who is talking.
4. Listen for details.

### ***When You Are Trying to Get an Adult's Attention...***

1. Look at the adult.
2. Raise your hand.
3. Wait until the adult says your name.
4. Use a nice voice & speak calmly.

### ***Following Directions Given by an Adult...***

1. Look at the person.
2. Say "Okay".
3. Do it now.
4. Check back.

### ***Accepting Criticism...***

1. Look at the person speaking to you.
2. Say "Okay".
3. Don't argue.
4. Think about what you learned.

### ***Giving Criticism...***

1. Look at the person you are speaking to.
2. Use a nice voice.
3. Say something positive first.
4. Say what you don't like.
5. Listen.

### ***Reporting to an Adult...***

1. Look at the adult.
2. Stay cool.
3. Ask to talk to the adult alone.
4. Tell what you saw.
5. Answer the adult's questions.
6. Say "Thank you".

### ***How to Disagree with Someone...***

1. Look at the person.
2. Use a nice voice.
3. Tell the person how you feel.
4. Give a reason for how you feel.
5. Listen.

### ***When You Need to Say You're Sorry...***

1. Look at the person.
2. Use a nice voice.
3. Tell why you are sorry.
4. Don't make excuses.
5. Say what you will do next time.

### ***Asking for Something You Want...***

1. Look at the person.
2. Use a nice voice.
3. Say "Please" and tell what you want.
4. Say "Thank you" or accept "No" for an answer.

### ***Accepting "No" For an Answer...***

1. Look at the person.
2. Say "Okay".
3. Stay cool.
4. If you don't agree, ask later.



## **Bullying**

*\*See Board Policy #5415 & 5101*

One of the missions of the Pender Public School District is to provide a physically safe and emotionally secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are to be encouraged in the educational program and are required of all students and staff. Inappropriate behaviors (bullying, intimidation, and harassment) are to be identified and students and staff are required to avoid such behaviors. Strategies and practices are to be implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others’ property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

## **Cell Phones**

Pender Public Schools understands the need for parents to communicate with their children. During the normal school day, this should be done through the district office. Cell phones may be brought to school, however the student accepts sole responsibility for this device and it must be kept in the student locker and powered off the entire school day. The school is not responsible for lost or stolen cell phones or other electronic devices (iPods, gaming consoles, cameras, etc.).

## **Computer/Internet Policy**

*\*See Board Policy #5801 & #6800*

Students at the Pender Elementary School should use the computers and other electronic devices and/or the Internet for educational purposes only. Students who do not follow this policy will face disciplinary action from the administration. Please refer to board policy that is available in the office or can also be found online at [www.penderschools.org](http://www.penderschools.org).

## **Dress Code**

Students at Pender Public Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school.

The principal reserves the right to decide if a student’s dress or appearance is in violation of school policy. If clothing and/or appearance interfere with the educational process, parents will be notified.

Students will be outside for arrival, dismissal and recess unless it is raining or the temperature is below 20 degrees, including wind chill. Hats, scarves, boots and mittens are strongly encouraged to be worn when it is cold outside.

### Pender Elementary School Dress Code Special Considerations:

- Shorts** should be fingertip length (approximately mid-thigh)
- Tank tops** straps should be three-fingers wide (approximately 2 inches)
- Hats** (including bandanas) are only worn on special occasions with permission from the principal
- Shirts** should be modest in nature covering midriffs completely with no cut outs/holes. Mesh tops or tops with cut outs/holes may be worn if a solid shirt is worn underneath.
- All Clothing** should be free of advertisements regarding alcohol, tobacco or other topics of questionable nature. Double meaning shirts with negative or questionable wording should not be worn to school.
- Tennis shoes** are the best footwear for elementary students. Sandals and flip-flops are not recommended.
- Visible piercing or tattoos** that disrupt the educational process are not allowed.
- Heavy or bulky coats or sweatshirts** need to be removed upon entering the building. These clothing items can serve as a security threat and will be stored in a student's locker. (ex. Trench coats, Carhart-type, ski jackets, winter coats, etc.)

### Drugs, Alcohol and Tobacco

*\*See Board Policy #5104*

#### Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

#### Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regards to drug and alcohol education and prevention programs.

#### Drug and Alcohol Use and Prevention

Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

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

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

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

Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

### Safe and Drug-Free Schools—Parental Notice

Pursuant to the provisions of the Every Student Succeeds Act (ESSA), if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

### Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco

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

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

### Disciplinary Sanctions

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

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

### Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.



### Administration

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

**\*\*If parents have any questions or concerns regarding any of the services provided by Pender Public Schools they are asked to contact school administration.**

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

*\*See Board Policy #6284*

Initiations, hazing, secret clubs and outside organization solicitation are prohibited.

### Lockers/ Searches of Lockers and Other Types of Searches

*\*See Board Policy #5406*

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. Students are responsible for any items found in their lockers. Students are also responsible for the cleanliness inside their lockers and the door of their locker. Students may be assessed a fine for damage to lockers. No adhesive stickers are allowed. No decorative magnets may be used.

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

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

### Mutual Respect

Pender Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

### Personal/Nuisance Items

Students are discouraged from bringing personal/nuisance items to school. Examples include: extra money, toys, candy, comics/cards, iPods, headphones, electronic games, sports equipment, etc. These items can easily become lost, stolen, or broken and should be left at home. Personal/nuisance items may be confiscated by school administration.

## **Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment including busses. Video cameras may be used in locations as deemed appropriate by the Superintendent. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms and locker rooms. Video recordings are considered student educational records and may be subject to FERPA guidelines.

Notice is hereby given that video surveillance may occur on District property. In the event of video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

## **GENERAL INFORMATION**

### **Assessment**

\*See Board Policy #3570

Each year Pender Public Schools asks K-12 graders to participate in the following assessments:

- NSCAS (Nebraska Student Centered Accountability System) Tests, originating from the Nebraska Department of Education, are given each spring in the areas of English Language Arts, Math, & Science. Tests are given to grades 3-8. Each test takes approximately a half-day and is administered in an electronic format.
- MAP (Measures of Academic Progress) Tests, originating from NWEA and ESU #1, are given are given 3 times a year, once in the early fall, once in the winter, and once in the late spring. Tests are given in the areas of Reading, Language Usage, Math Concepts, and Science. Tests are given to grades K-8, and 10. Each test takes approximately 2 hours and is administered in an electronic format.
- Aims Web Intervention System Tests, originating from Pearson Testing and ESU #1, are given 3 times a year, once in the early fall, once in the winter, and once in the late spring. Tests are given in the areas of reading, language and math. Tests are given to grades K-6. Collectively Aims Web Testing takes about 1 hour and is administered orally/paper pencil.
- Fountas and Pinnell Guided Reading Benchmark Assessments, originating from Fountas and Pinnell, are given one time a year in the early fall. Tests are given to establish Guided Reading levels in K-6 grade. Benchmarking takes approximately a ½ hour.

The purpose of any assessment given is to improve instructional practices and provide students and parents with useful information. Results from each assessment will be provided to parents in a timely manner.

### **Bicycles/Scooters/Skateboards/Rollerblades/Shoe Skates**

Bicycles and scooters must be parked in the racks provided on the west side of the building. It is encouraged that all bicycles be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property. Skateboards, rollerblades, and shoes skates are not allowed.

### **Birthdays**

Parents may deliver or send treats or favors for their child's birthday. Deliveries should be made to the district office. It is beneficial to the teacher if he/she is notified the day before the treats are brought. *Due to the increase of allergies and health issues among children, pre-packaged purchased treats are preferable.* Parents are asked not to send invitations to parties and other social gatherings to school with their children unless the entire class is included/invited.

### **Care of School Property**

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

### **Child Abuse/Neglect**

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Nebraska Department of Health and Human Services when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation that would reasonably result in abuse or neglect.

Teachers are obligated to inform law enforcement or the Nebraska Department of Health and Human Services of suspected abuse or inform their Principal or supervisor so that they can make a report.

### **Communication**

Pender Public School's website, Facebook and Twitter pages are valuable tools to access up-to-date information about school activities and the school calendar. The website is [www.penderschools.org](http://www.penderschools.org), the Twitter account can be found at @pendragonupdate, and the Facebook page is Pender Public Schools. PowerSchool is a web-based computer program parents can access to view student grades, schedules, and receive information about what is happening in the classroom. To view this website go to [www.powerschool.penderschools.org](http://www.powerschool.penderschools.org). Please contact the district office for assistance. The Apptegy notification system will be used to provide families with information regarding inclement weather, upcoming activities and events.

### **Complaint Procedures**

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. **Complaint procedure**
  - Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
  - Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
  - Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
  - Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.
2. **Conditions Applicable to All Levels of Complaint Procedure**

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

### **Copyright and Fair Use Policy**

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to

digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

### **Emergency Procedures**

Tornado, fire and other emergency drills are conducted annually according to requirements of state law. Procedures are posted in each classroom. All classrooms have emergency response packets. Tampering with fire safety equipment or deliberately setting off fire alarm equipment is a serious offense. Such an act is grounds for suspension or expulsion and may be accompanied by a complaint filed with the State Fire Marshall.

### **Field Trips**

Educational field trips may be taken during the school year. Such trips will be made in school vehicles with a teacher in charge. A permission slip will be sent home and must be signed by a parent/guardian in order for a student to participate. If a student does not return a permission slip and the school is unable to contact a parent/guardian by phone, the student will not be allowed to participate in the field trip. Parents have the right to opt out of these activities and have their child remain at school.

### **Grading Scale**

*\*See Board Policy #5204*

The elementary (K-6 grade) students grading scale for all subjects is as follows:

**4 – Mastery** – Exceptional understanding of grade level skills. Consistent mastery with insignificant mistakes. Minimal or no support needed.

**3 – Proficient** – Solid understanding of grade level skills. Showing mastery with occasional mistakes. Minimal support needed.

**2 – Developing** – Basic understanding of grade level skills. Progressing toward mastery. Frequent support needed.

**1 – Novice** – Limited understanding of grade level skills. Minimal evidence of mastery. Extensive support needed.

Within each content area, teachers will assess student knowledge and assign one of the proficiency ratings above to each graded standard. Each content area has several graded standards based on standards dictated by the Nebraska Department of Education. The proficiency rating assigned will be based on student performance over the course of the grading period on practice work, formative assessment, and summative assessment. Emphasis will be placed on the most consistent level of work

and knowledge as well as the most recent level of work and knowledge. Life skills and student conduct are separately graded for each student.

### **Honor Roll**

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd and 4th quarters. Students will be recognized accordingly:

1. Students receiving all "3's" and "4's" on their report card will be classified as honor roll students.
2. Students in grades 4-6 are honor roll eligible.
3. Honor roll lists are published in school and community publications.

### **Library**

Students are encouraged to use the library on a regular basis. Library fines may be assessed for overdue books. Lost books may require payment.

### **Lost and Found**

Students who have found an item should bring it to the office. Students who have lost an item may check the Lost and Found. Every month unclaimed items in Lost and Found will be donated to a charitable organization.

### **Parent-Teacher Conferences**

Parent-Teacher conferences are usually held at the end of the first quarter and a second conference will be held in the spring. If parents/guardians ever have questions or concerns regarding the progress of his/her child(ren), they are encouraged to contact their teachers directly and do not need to wait for conference times. Parents/Guardians who wish to contact a teacher by phone should call before 8:00 a.m. or after 3:40 p.m. Messages can be left for teachers during the school day if necessary. Teachers may also be reached by school email.

### **Pets/Animals**

Pets and other animals are not permitted in school except for use in special classroom activities. Safety precautions and the allergies of some children make this rule necessary. Please contact administration before any animals are brought to school. Animals are not allowed on the bus. Please refer to *Board Policy # 1260* for guidelines regarding service animals.

### **Promotion and Retention**

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program. By the end of the third quarter the classroom teacher will contact the parent/guardian if there is a consideration of retention.

### **Report Cards**

Report cards are issued four times during the school year. Report cards are sent home in "Thursday Folders" after each of the 3 first quarters of the school year. The final fourth quarter report cards are mailed to parents (they will not be mailed if there is an outstanding lunch account balance or library books/fees are due). Please contact the elementary office in regard to outstanding balances due.

### **School Closings/Late Starts**

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made during the 10:00 p.m. news broadcast. **An announcement will be made to the news media when schools will be closed. School closings will be announced on radio stations KWPN at West Point, KTCH at Wayne, and TV stations KTIV Channel 4, KCAU Channel 9, in Sioux City & KETV Channel 7 in Omaha, and via Blackboard Connect.** In some instances, school will be open, but certain services may be cancelled (bus transportation, preschool, student activities). When school is cancelled, all activities, practices and use of school facility will be cancelled.

If school is dismissed early due to inclement weather, the notice will be broadcast by the media and/or the Apptegy system. All activities, practices, and use of school facilities will be cancelled.

Parents may decide to keep their children at home in inclement weather. Students absent because of severe weather when school is in session will be marked absent upon notification from parents/guardians. Parents may pick up their children in inclement weather at any time during the school day. Students who ride with older siblings to school may be dismissed from school during severe weather pending parental/guardian permission. In an emergent weather situation (tornado warning) students will remain sheltered in place until the threat passes.

### **Smoke-Free Environment**

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by our District's policy.

### **Solicitation and Selling**

Organizations outside school jurisdiction shall not be permitted to advertise events through the use of school or use pupils to sell services, tickets, etc. except those jointly sponsored with the school or approved by the principal. Soliciting and selling must therefore take place outside the regular 8:15 - 3:30 school day.

### **Student Injuries/Accidents**

At the beginning of each school year, parents/guardians are asked to complete and sign a form authorizing the staff at Pender Public School to call a physician if necessary. This form will be sent home with each student at the start of the school year. The form provides the school with following information and more:

1. The name of the student's family doctor.
2. The home, work, and cellular phone numbers of the student's parents/guardians.
3. The name/phone numbers of a close friend or relative, in the event the parents/guardians cannot be reached.

If a significant injury occurs at school, immediate first aid is applied, and parents are notified. If parents are not available, an emergency contact provided by the parent will be called. If that person is also not available and the child's well-being is in danger, the student may be taken to a physician or medical facility. From time to time, families' contact numbers change. If this occurs during the school year, please take the time to notify the elementary school office.

When significant injuries occur (injuries that involve a bump to the head, or require treatment beyond a Band-Aid or ice pack), an accident form is completed, and the accident is reported to the elementary secretary. All school personnel are encouraged to become familiar with the principles of first aid. Parents will be called when necessary. A copy of the accident form will be sent home with the student the day of the accident so the parent is aware of the injury. The school does not assume responsibility for accidents or injuries that occur during school hours. Minor injuries and accidents do frequently occur at school. Minor falls, bumps, scratches or collisions often require a Band-Aid, ice pack and a little extra care. These injuries may not be reported to the office and do not require that an accident form be completed. If parents ever have a question or concern about something that has happened at school they are encouraged to contact the principal.

### **Student Insurance**

A group accident insurance policy is made available to all students of Pender Public Schools. Information specifically describing the insurance is made available to families soon after school starts in the fall. Parents and students should understand that this is sold as a supplement to any family insurance and is not intended to take the place of family medical/accident insurance.

### **Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

### **Visitors and Volunteers**

Special guests are always welcomed to visit the school but are asked to check in at the office. Visitors should notify the office of their presence, sign the visitor's log in the office and get a visitor's badge to wear during the school visit. Please check with administration before visiting to avoid testing situations and special events. In grades P-6, students may visit only if accompanied by an adult or if other arrangements have been made.

Volunteers are welcome to help teachers by assisting students in the classroom or as part of a school-related activity. Volunteers are assigned subject to the approval of the administration. Examples of volunteer opportunities may include: assisting with grant work, working in the library, and volunteering at extra-curricular activities, working in classrooms and participating in our Parent-Teacher Organization. Those interested in volunteering or gaining more information about our Parent-Teacher Organization should contact Andrea Hansen in the District office, or Kelly Ballinger, Elementary Principal.

# **STUDENT SUPPORT SERVICES**

## **Backpack Food Program**

Pender Public Schools and the Pender Ministerial Association team up to provide the Backpack Food Program. The Backpack Food Program provides healthy snacks and meals for participating students each weekend throughout the school year. If you believe your child/children could benefit from this program, we encourage you to complete the Backpack Food Program Form, which will be sent home with students the first day of school. Only one form is needed per family. This information is kept confidential. If your family is in need of additional help, please do not hesitate to contact the school at 402-385-3244 and we can provide you with additional resources.

## **“Beyond the Bell” After School Program**

The after school program is open to all K-6 students. Beyond the Bell will be from 3:30 to 5:00 p.m. on Mondays, Tuesdays, and Thursdays and 2:30 to 5:00 p.m. on early dismissal Wednesdays. There is no charge for students to attend. Students will have a snack, physical education activities, academic time, and free play opportunities during Beyond the Bell. Approximately once-a-week enrichment activities will be provided as well. Those enrichment activities may include vocal/instrument music sessions, art sessions, core academic area extensions, guest readers, and writer’s workshops. Parents may enroll their children in the Afterschool Program by completing the enrollment form available in the district office or calling the office. Attendance at “Beyond the Bell” is a privilege and requires that students follow all conduct/handbook rules. Parents will be contacted and students will be asked to leave if conduct/rules are not followed.

## **ESL/ELL Services**

Services are available to students who qualify as English Language Learners. Please complete the language survey sent home as part of the back-to-school or new-student forms packet.

## **Guidance Services**

Pender Public Schools employs a guidance counselor for the purpose of assisting with district testing, Preschool – 6<sup>th</sup> grade character education, post-secondary planning, student schedules, and a resource for problem solving and conflict resolution. The guidance counselor is also available for students/families in need of additional support during a family crisis/issues. If someone wishes to see the counselor, contact the school office and make arrangements for an appointment.

## **High Ability Learners**

*\*See Board Policy #5414*

The school district recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary. These students shall be provided appropriately challenging curriculum and instruction in their classrooms with opportunities for curricular extension as well.

## **Special Education Services**

*\*See Board Policy #6600*

### **What Does Special Education Mean?**

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.



### Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

### How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

### Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

### Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

### Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification,

evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

#### More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website:

<http://www.nde.state.ne.us/SPED/sped.html>.

#### **Students with Disabilities: Section 504**

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

## **Student Health Services**

### **School Nurse Hours**

The nurse will be in the building one day per week. The school nurse or school staff will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student to be sent home include: temperature greater than 100 degrees, vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse or school staff that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted. Parents are asked to provide the school with emergency daytime phone numbers on each child's contact form so they can be reached if their child becomes ill or injured while at school.

### **Health Survey**

Each year parents are asked to complete an annual health survey on their child or children so the nurse is informed of any necessary health information. This form is included in the back-to-school packet.

The school nurse is required by law to assess vision, dental screening, weight and height. Parents are notified if the results are not in the normal range. These routine check-ups are not intended to replace regular medical and dental checkups. Parents are asked to inform the school of any issues impacting child's health.

### **Student Illness**

Students should be not attend school if they experience any of the following symptoms:

- Fever of 100 degrees F orally, or higher in the past 24 hours
- Vomiting within the past 24 hours
- Diarrhea within the past 24 hours
- Severe headache, stiff neck, earache, croupy cough, listlessness or oozing sores

### **Head Lice**

At Pender Public Schools, any student with nits (eggs) and/or head lice will be temporarily excluded from school until properly treated and inspection of the hair and scalp by the school nurse shows elimination of the lice.

### **Chickenpox**

Chickenpox is a highly contagious disease caused by primary infection with varicella zoster virus (VZV). Children with chickenpox must be excluded from school until the chickenpox spots are scabbed over.

### **Guidelines for Administering Medication**

*\*See Board Policy #5600 & 6910*

The administration of prescription and/or non-prescription (over-the-counter) medications by school personnel is subject to the following conditions:

1. For the safety of all children, students are not permitted to have medicine in their possession while at school.
2. If, under any circumstances, a child is required to take oral medication during school hours and the parent cannot be present to administer it, only the school nurse or appropriate designee will administer the medication.
3. Medication must be brought to school in the original container and appropriately labeled by the pharmacy or physician.

4. All medications must be properly labeled with the child's name, medication name, and directions for administration and possible side effects.
5. A signed and dated note from the parent or guardian must accompany all requests for students to receive medication at school.
6. In the case of a medication that the student takes on a regular basis, further documentation is required by the state and can be obtained through the school nurse. This documentation must be reviewed annually.
7. **With written consent, your child may be given Acetaminophen or Ibuprofen from the school supply of generic adult and/or children's Acetaminophen or Ibuprofen based on the recommended dose by weight/age.**

All medication left at the school will be disposed of two weeks after school is dismissed. Written authorization forms for both non-prescribed and prescribed medications are available in the district office.

Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes *\*See Board Policy #6920, 6920.1 & 6920.2*

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

1. written request of the student's parent or guardian;
2. authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
3. receipt of a signed no liability statement from the parent or guardian; and
4. development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies.

**Title I**

*\*See Board Policy #5701*

Title I is a federally funded program whose goal is to improve the educational opportunities of designated students. Title I supplies supplemental assistance to eligible students to succeed in the classroom. The emphasis in a school-wide Title 1 program is in serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. On request, the District will provide parents, in a timely manner, information regarding the professional qualifications of the student's teachers. This is in compliance with the Title I highly qualified section of ESSA.

# **STUDENT TRANSPORTATION**

Transportation to and from school is provided to students in accordance with law and Board Policy (see BOE Policy 5501). Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding on school busses and in school vans. Parents are an important part of providing safe and effective student transportation. Cooperation with school authorities in enforcing regulations, and observing school, traffic and road regulations related to students transportation is requested and greatly appreciated.

While riding in school busses, students are expected to follow the same student conduct rules that apply when on school property or attending school activities, functions or events. There are also special conduct rules for riding school busses. These rules also apply to riding in other school vehicles.

## **Student Conduct**

- Students will be respectful and obey instructions of the vehicle driver and other supervisory personnel;
- Students will conduct themselves in a courteous and appropriate manner when interacting with other students and District staff; and
- Students will demonstrate respect and pride for school district property.

## **When Boarding the Vehicle:**

- Be at their designated school bus stop 5 minutes prior to their scheduled pickup time;
- In the event a student will not ride the bus...
  - Please contact the school office that day by 6:15 am by calling 402-385-3244 and using extension 5 to leave a message;
  - After 6:15 am, please notify the driver of the child(ren)'s bus.
- Stay off streets and roadways while waiting for the school vehicle to arrive;
- Stay clear of the "danger zone" around the bus while waiting, approaching, or leaving the bus. Before crossing the street, always look both ways to check for vehicles that might illegally pass the bus. Always cross the street in front of the bus.
- Wait until the school vehicle comes to a complete stop and the driver has given them a prearranged signal before approaching or attempting to board the bus;
- Use the handrail when boarding the bus;
- Move quickly to their assigned seat;
- In the event a student brings an unauthorized student on a school vehicle, the transportation department will contact the student's parents or guardians to make alternate arrangements. If alternate arrangements cannot be made, the vehicle driver will transport the student and their friend to school in the morning. We will not transport any unauthorized person after school to any destination.

## **When Riding the Vehicle**

- Keep aisle clear at all times;
- Treat all students and the driver with respect;
- Do not tease, harass, bully or fight with another student(s);
- Keep all body parts inside the school vehicle at all times;
- Remain seated and facing forward in the designated seat;
- Talk quietly, maintain silence at railroad crossings, and conduct themselves in a manner that

does not distract the driver;

- If vehicle is equipped with seatbelts they must be worn;
- Windows may be opened with the driver's permission. If a window is opened, shut the window.
- Use headphones if using personal electronic devices;
- Do not chew gum or consume any beverage or food while in the vehicle;
- Keep the bus clean. Place garbage in the trash container. Do not throw anything out of the windows or inside the bus. Eating or drinking is not allowed on the bus.
- As is stated on page 20, all school-owned busses are equipped with surveillance equipment that records both audio and video.
- Students will not possess or use any tobacco product, alcoholic beverage or non-prescription drug while in a school vehicle;
- Refrain from using obscene or profane language, yelling or cause any unreasonably loud noise. Quiet voices should be used;
- Students will not use violence, threats, intimidation, insubordination or other conduct that interferes with normal transportation operations;
- Do not tamper with vehicle and/or equipment control mechanisms or mark or carve in any manner to cause damage to the transportation vehicle;
- All student projects must be enclosed and remain enclosed during the bus route in a backpack or safe container for transporting and must be able to fit on the student's lap.
- If students need assistance from the driver, wait until the bus is at a full stop. If students are close enough, tell the driver what they need. If they are too far away from the driver and he would be unable to hear them, they should ask a student in front of them to get the driver's attention. If necessary, walk up to the driver while the bus is at a full stop. If students need immediate assistance for an emergency, they should take all action needed to safely get the help of the driver.

### **When Exiting the Vehicle**

- Remain seated until school vehicle reaches a complete stop and the driver has indicated it is safe to get up;
- Take all personal property with them when exiting the vehicle;
- Exit the school vehicle in an orderly manner beginning with the passengers in the front of the vehicle;
- Do not loiter or walk near the vehicle;
- Students who are required to cross a roadway must walk no less than 12 feet in front of the school bus and wait for the driver's signal before crossing the street or roadway;
- Students are allowed to board and exit the vehicle only at their designated stop, unless parent/guardian permission is provided to school personnel and communicated to the bus driver;
- If a student verbally informs the driver he/she is not to exit at their regular stop, but to exit at another stop on the route, the transportation department will try to reach the parent/guardian by phone. If no verbal authorization can be obtained, the student will be taken to their designated stop. If no parent/guardian is present, the driver will bring the student back to the school. If phone contact continues to be unsuccessful, the police will be contacted.

See BOE Policy #5506, Pender Public Schools Safe Pupil Transportation Plan for additional information on the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

### **Misconduct Reporting Procedures**

Discipline problems on the bus jeopardize the safety of all students on the bus. The bus driver is an employee of Pender Public Schools who will be enforcing the bus rules. There will be consequences for those who do not follow the rules. Riding the school bus is a privilege and should not be taken for granted. Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school. In the event of misconduct and regardless of the outcome, the following procedures will be followed:

- Transportation staff will communicate their expectations verbally and personally to students whose behavior is inappropriate. Should the behavior continue, an Unsatisfactory Bus Conduct Report (see AR 5506.1 in board policy) will be completed. Students will usually be notified before exiting the vehicle that the misconduct will be reported.
- The Transportation Department will forward a copy of the written report, indicating the nature of the violation to the appropriate school principal.
- The school principal will discuss the violation with the student(s) and determine the proper disciplinary action to be taken.
- The principal will notify the parent/guardian, by phone and/or mail, indicating the nature of the violation, the disciplinary action to be taken, and the consequences of continued student misconduct.
- The principal will provide an opportunity for the parent/guardian to confer with the principal and/or transportation supervisor with regards to the reported student misconduct. The principal will return the written report to the transportation coordinator.

# SCHOOL BREAKFAST AND LUNCH PROGRAMS

The hot lunch and breakfast program are available every day for students. The cost of school meals for the 2018-2019 school year are listed below:

Breakfast: \$1.70 - PreK-12 students; \$2.20 - adults

Seconds: \$.75 – main entrée ; \$.50 – side dish; \$.45 – milk/juice

Lunch: \$2.10 - PreK students; \$2.35 – K-6<sup>th</sup> students; \$2.60 – 7-12 students; \$3.60 - adult

Seconds: \$1.25 – main entrée; \$.75 – side dish; \$.45 – milk/juice

Students who choose to bring a lunch from home may purchase milk at school. Pop is not allowed in the lunchroom, unless as part of a special incentive sponsored by the school. **In accordance with U. S. Department of Agriculture policy, Parents/Guardians/Family may provide outside lunch/breakfast for their child/children only.** Parents/Guardians, who may qualify for free/reduced lunches, should complete the application and return it to the district office as soon as possible. For questions concerning the free and reduced please call 402-385-3244 ext. 2106. **Free and reduced students under federal guidelines will only receive their first tray for free or reduced prices and will have to pay for any seconds they receive.**

Families using the lunch program may access their meal account information on-line. Go to [www.pendersschools.org](http://www.pendersschools.org) and select the “Lunch Account Information” tab. If you need assistance with your lunch account information, call the district office. Parents/Guardians can send any amount of money and it will be applied to the appropriate child’s account. An account is required in order for any child to eat school meals. Due to past issues with the charge privilege, the following parameters are in place for student lunch accounts:

**Families with 1 child in the lunch program** - Students will not be allowed to charge any extras to their lunch account when the account balance reaches negative \$20. The student will still be allowed to charge the first meal, but no extras will be allowed. When the account reaches negative \$35, the student will no longer be able to charge anything.

**Families with more than 1 child in the lunch program** - No student in the family will be allowed to charge any extras to their lunch account when the account balance reaches negative \$35. Each student will be allowed to charge his/her first meal, but no extras will be allowed. When the account reaches negative \$50, the students in that family will no longer be able to charge anything.

Lunch/breakfast statements will be printed and given to students weekly. The school will not mail lunch account balances to residences.

Preschool through 3<sup>rd</sup> grade students will have a milk break everyday. See the chart on page 50 for milk break prices. This fee is due at the beginning of each semester. Milk break is optional. Milk money will not be refunded under any circumstances.

## APPENDIX



## **State and Federal Programs**

### **Notice of Nondiscrimination**

Pender Public Schools does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

### **Designation of Coordinators**

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

| <b>Law, Policy or Program</b>   | <b>Issue or Concern</b>  | <b>Coordinator</b> |
|---|--|--------------------|
| Title VI  | Discrimination or harassment based on race, color, or national origin; harassment    | Superintendent     |
| Title IX  | Discrimination or harassment based on sex; gender equity                             | Superintendent     |
| Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA) | Discrimination, harassment or reasonable accommodations of persons with disabilities | Superintendent     |
| Homeless student laws   | Children who are homeless  | Superintendent     |
| Safe and Drug Free Schools and Communities  | Safe and drug free schools   | Superintendent     |

The Coordinator may be contacted at: 609 Whitney Street, Pender, Nebraska 68047, 402-385-3244, [keballi1@penderschools.org](mailto:keballi1@penderschools.org).

## **Anti-Discrimination & Harassment Policy**

### **Elimination of Discrimination**

Pender Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

**Preventing Harassment and Discrimination of Students Purpose:** Pender Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, Pender Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, sexual orientation, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment:

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities.

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

#### Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if a student feels they need immediate help for any reason, please report a complaint to the Superintendent of Pender Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These

situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

### **Multicultural Policy**

*\*See Board Policy #6370*

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

### **Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep parents fully informed concerning the decisions about their child and to inform parents of their rights if they disagree with any of these decisions. Parents have the right to:

1. Have their child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise them of their rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of their child.
4. Have their child receive a free appropriate public education.
5. Have their child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to them than would be incurred if the student were placed in a program operated by the district.
8. Have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding their child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, educational program or placement. (Parent and child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

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

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of

age (“eligible students”) certain rights with respect to the student’s education records. They are:

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

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

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

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

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

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

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

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

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

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **Notice Concerning Directory Information**

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

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

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

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

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

#### **Notice Concerning Designation of Law Enforcement Unit**

The District designates the Thurston County Sheriff's Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

#### **Notice Concerning Disclosure of Student Recruiting Information**

Every Student Succeeds Act (ESSA) requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and phone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and phone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

### **Notice Concerning Staff Qualifications**

The Every Student Succeeds Act (ESSA) gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet the requirements of the Act.

### **Student Privacy Protection Policy**

It is the policy of Pender Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

#### **Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties**

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

#### **Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive**

The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

#### **Right of Parents to Inspect Instructional Materials**

Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the

curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

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

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

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, phone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

#### Parental Access to Instruments used in the Collection of Personal Information

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as

such instrument can be reasonably obtained.

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

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

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

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

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

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

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

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

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

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a



program or for receiving financial assistance under such program).

## **Parental Involvement Policies**

### **A. General - Parental/Community Involvement in Schools**

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

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

### **B. Title I Parental and Family Involvement Policy**

The District's Title I Parental and Family Involvement Policy is established in compliance with Title I, the Every Student Succeeds Act (ESSA) The District has a parental and family involvement policy applicable to parents and family members of all children. The parental and family involvement policy applicable to parents and family members of all children is not replaced by this Title I Parental and Family Involvement Policy and shall continue to be applicable to all parents and family members, including parents and family members participating in Title I programs.

It is the policy of the District to implement programs, activities, and procedures for the involvement of

parents and family members in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

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

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

**Policy Involvement:**

Each school served under the Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental and family involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents and family members of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the

school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

5. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents and family members of participating children, submit any parental or family members' comments on the plan when the school makes the plan available to the District.

#### Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental and family involvement policy, each school served under the Title I program will jointly develop with parents and family for all children served under the Title I program a school-parent compact that outlines how parents, family members, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents, and family members will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent and family will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers, parents, and family members on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents and family members on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

#### Building Capacity for Involvement

To ensure effective involvement of parents and family members and to support a partnership among the District, parents, family members, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents and family members, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents and family members work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental and family involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent and family programs, and build ties between parents, family members and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent and family involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent and family resource centers, that encourage and support parents and family members in more fully participating in the education of their children; (5) shall ensure that information related to school and parent and family programs, meetings, and other activities is sent to the parents and family members of participating children in a format, and to the extent practicable, in a language the parents and family members can understand; (6) may involve parents and family members in the development of training for teachers,

principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental and family involvement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions; (9) may train parents and family members to enhance the involvement of other parents and family members; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents and family members who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental and family involvement; (12) may establish a district-wide parent and family advisory council to provide advice on all matters related to parental and family involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent and family involvement activities; and (14) shall provide such other reasonable support for parental and family involvement activities under Title I as parents and family members may request.

#### Accessibility

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

#### Use, Distribution, and Updating of this Policy

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

#### Homeless Students Policy

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

#### No Stigmatization or Segregation of Homeless Students

It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

#### Homeless Coordinator

The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties

hereunder as the Homeless Coordinator determines to be appropriate.

#### Enrollment of and Services to Homeless Children

A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Pender Public Schools based on it being the school of origin, the new school and Pender Public Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

### **Breakfast and Lunch Programs**

The District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The District provides the United States Department of Agriculture's required nondiscrimination statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found at any USDA office, online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410
2. Fax: 202-690-7442; or
3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities, the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced

in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.

6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
  - A publicly-announced, simple method for making an oral or written request for a hearing.
  - An opportunity to be assisted or represented by an attorney or other person.
  - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
  - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
  - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
  - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
  - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
  - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

Pender Public Schools

Date of Adoption: October 8, 2007

Legal Authorities: Every Student Succeeds Act (ESSA)

### **Annual Notification of Asbestos Management Plan Availability, Pender Public Schools**

Federal regulations require all schools to inventory asbestos-containing materials and develop management plans to identify and control asbestos.

The presence of asbestos in a building does not mean that the health of the buildings occupants is necessarily endangered. As long as asbestos-containing material remains in good condition and is not disturbed, exposure is unlikely.

The plan is available for review in the school administrative office during normal business hours.

At least once each six months, periodic surveillance is being conducted on all asbestos-containing material and suspect material assumed to contain asbestos.

A re-inspection is being conducted every three years in all schools that have asbestos-containing material.

From time to time, operations and maintenance activities may be conducted to maintain all materials in good condition.

For more information, please contact: Leigh Alexander; CDS Inspections & Beyond; 53506 862 Road; Plainview, NE 68769-2118; phone 402-582-3580 or 402-841-2142.

## **ELEMENTARY PROGRAM REQUIREMENTS**



**and**  
**FEE SCHEDULE**

| <b>Program</b>      | <b>General Description of Fee or Material</b>                           | <b>Specific Materials Required</b>  |
|---------------------|---|---|
| PE                  | Appropriate clothing  | Tennis shoes, running shorts, t-shirt   |
| Art Class           | Appropriate clothing  | Old shirt for painting  |
| Band-optional class | Musical Instruments   | Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a “gig bag”, etc.). Limited school instruments available for use by students.  |
| School Meals        | Price is based on one meal per day and may be adjusted during the year. | <u>Breakfast</u> : \$1.70-PreK-12 <sup>th</sup> students; \$2.20-adults<br>Seconds: \$.75-main; \$.50-side; \$.45-milk/juice<br><u>Lunch</u> : \$2.10-PreK students; \$2.35-K-6 <sup>th</sup> students; \$2.60-7-12 <sup>th</sup> students and \$3.60-adults<br>Seconds: \$1.25-main; \$.75-side; \$.45-milk/juice                                      |
| Milk Break          | Price is based on one milk/juice per student each afternoon.            | PreK-3 <sup>rd</sup> grade students: \$35 semester/\$70 year<br>PreK M-F AM: \$35 semester/\$70 year<br>PreK M-F PM: (Special Milk) \$20 semester/\$40 year<br>PreK MWF AM: \$20 semester/\$40 year<br>PreK MWF PM: (Special Milk) \$15 semester/\$30 year<br>PreK TR AM: \$15 semester/\$30 year<br>PreK TR PM: (Special Milk) \$10 semester/\$20 year |
| Admission           | Spectator Fees for Admission to Events                                  | \$5.00 per event maximum. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event. PPS students K-12 <sup>th</sup> for high school contests: \$4.00; PPS students K-12 <sup>th</sup> for junior high contests: \$1.00   |