

THE MISSION OF THE GRETNA PUBLIC SCHOOLS

The mission of Gretna Public Schools is to accept all students unconditionally and to maximize their potential.

GOALS OF THE GRETNA PUBLIC SCHOOLS

To develop a positive educational environment that accepts all students and emphasizes their physical, mental, emotional, and social development.

To adopt financial policies that ensures superior educational facilities, equipment, and materials to aid in the accomplishment of the school's educational goals.

To attract and retain highly qualified personnel and promote their opportunities for professional growth and development.

To develop students' moral values and knowledge so they will be effective participants in our democratic society.

To develop communication skills in the areas of reading, writing, computing, listening, and speaking so students may effectively interact in our society.

To provide opportunities for students to gain an appreciation for the fine and performing arts.

To provide educational programs which allow students to identify and achieve their career goals and emphasize the value of hard-work and achievement.

To introduce students to a variety of activities which allows them effectively to develop morally, physically, socially, emotionally and spiritually.

ASPEN CREEK MIDDLE SCHOOL MISSION STATEMENT

The mission of Aspen Creek Middle School is to reflect exemplary practices in the physical, intellectual, emotional, and social development for all students. We will accomplish this by providing for:

- Academic Success
- A Safe and Nurturing Environment
- Learning Responsible Life Skills
- Exploratory Experiences

*Revisited 2/10

ASPEN CREEK MIDDLE SCHOOL BUILDING BLUEPRINT

1. We will maximize the use of our student agendas by requiring all students' agendas to be assessed during the first quarter at the grade level by the core teaching teams.
2. We will, as much as possible, open our lessons with sponge or bell ringer activities.
3. The objective of each instructional lesson will be clearly stated both visually and orally at the beginning of each lesson.
4. We will incorporate the use of the "Great Short Answer" format as often as possible in all curricular areas. See Appendix XV.

ASPEN CREEK MIDDLE SCHOOL STAFF

ADMINISTRATORS

Dr. Kevin Riley.....Superintendent
Dr. Rich Beran.....Assistant Superintendent
Ms. Deb Siemers.....Special Education Director
Dr. Rex Anderson.....Curriculum Director
Stacey Deterding.....Middle School Principal
Mr. Matt Bruggeman.....Assistant Middle School Principal/Activities Director

TEAM TEACHERS

6th Grade

Cindy Henning	Angela Diehl
Chris Muller	Adam Stotz
Riley Gross	Megan Korgie
Mark Jones	Kristin Kava

7th Grade

Angie Schuler	Brittanuy Chramosta
Julia Krebs	Shannon Jones
Sara Annin	Rebecca Bachmann
Brad Feeken	

8th Grade

Tami Kuhn	Erica Walsh
Nathan Rath	Michelle Conroy
Joyce Siskow	Joey Timmerman
Matthew Shrader	

RESOURCE STAFF

SCHOOL PSYCHOLOGIST

Stephanie Hengen

SPED EDUCATION

Rachel Schiley
Katie Blazek
Maureen Stanton
Christine Hammers
Kelli Hjelm

SPEECH PATHOLOGIST

Nicole Jacobson
Carrie Prentice

EXPLORATORY STAFF

COMPUTER TECHNOLOGY

Paul Machal

VOCAL MUSIC

Patrick Hays

HIGH ABILITY COORDINATOR

Karen Neneman

HEALTH EDUCATION

Channon Oseka

BUSINESS

Lisa Montemarano

SPEECH/DRAMA

Gabriella Montemarano

INDUSTRIAL TECHNOLOGY

Matthew Gatewood

MEDIA SPECIALIST

Amy Tasich

ART

Sarah Warren

INSTRUMENTAL MUSIC

Amber Malone

FOREIGN LANGUAGE

Janet Stuckenschmidt

PHYSICAL EDUCATION

Donna Schuetz
Scott Wissing

FAMILY & CONSUMER SCIENCE

Shannon Shearer

COMPUTER APPLICATIONS

Lane Lindburg

COUNSELORS

Terry Dostal

SUPPORT STAFF

SECRETARIES

Lisa Batenhorst
Ginny Debates
Julie Weishahn
Jen Meyer

SCHOOL NURSE

Lori Kanne

CUSTODIANS

Jeff Ellwanger
Paul Madsen
Brian Luick
Ben Yount

MIDDLE SCHOOL COACHING STAFF

Athletic Director - Mr. Matt Bruggeman

Volleyball
7th Brittany Chramosta
Jason Wendelin

8th Tami Kuhn
Morgan Bruhn

Girls Basketball
7th Sara Ritzdorf
Terry Dostal

8th Megan Korgie

Intramural Volleyball

Erica Walsh

Intramural Boys Basketball

Chris Muller

Wrestling

Michael Pajeda
Sean Cunningham

Football

7th Jake Runyon
Nathan Rath
Adam Stotz

8th Lane Lindburg
Chris Muller
Joey Timmerman

Boys Basketball

8th Lane Lindburg
Mark Jones

8th Jason Wendelin

Running Club

Karen Neneman

Track

Terry Dostal Megan Wentz
Nicole Jacobson. Riley Gross
Chris Muller

INSTRUCTION AND SUPERVISION

DUTY HOURS OF EMPLOYEES

1. Administrative personnel shall be on duty when and at such times as the responsibilities of their position dictates. The Superintendent shall set the duty hours of administrative staff.
2. Teachers shall make arrangements to be available to students before and after regular school hours, long enough to plan and carry out their individual professional responsibilities as determined by the superintendent of schools and/or the building principals. Generally, unless otherwise specified by the Superintendent and/or building principal or by negotiated agreement, members of the professional staff shall be on duty 30 minutes before the start of school and 30 minutes after the end of the day. Teachers shall be provided with a one-half hour duty free lunch period.
3. All other staff shall be on duty as determined by the Superintendent.
4. No teacher or other school employee shall accept any other employment or carry on any business or activity for profit that interferes with the complete discharge of his or her responsibilities to the school district.

BUILDING SECURITY

For the security of the student body and the school building, teachers should take note of the following:

1. General building hours are from 6:00 A.M. to 5:30 P.M. Any special rehearsals or practices extending beyond those times should be cleared first with the administration. If approved, they will be placed on the activity calendar.
2. No students should be in the building beyond the regular school day unless they are under faculty supervision. If you require a student to be in the building before or after school hours, please supervise the student until s/he leaves school property.

3. Keys necessary for the performance of the teacher assignments will be issued by the principal. For security reasons, it is imperative that students not be permitted to have access to school keys.
4. Each teacher will have on file with the principal a list of the keys in his or her possession.
5. All visitors must first report to the office for permission to proceed to another part of the building. Teachers have the responsibility and the right to question strangers in the building and must report them directly to the principal.
6. All staff will be required to wear name badges during school hours.
7. **DO NOT** give students permission to bring a visitor(s) to school. The principal will review these requests. If a visitor enters your room and does not have a visitor's pass, send or bring him/her to the office.

STUDENT SUPERVISION

The students in your care should leave when you leave. If you have an evening activity, be sure all students have a ride and have left before you leave. **NEVER** permit students to remain unsupervised. **DO NOT TRANSPORT STUDENTS IN YOUR PERSONAL VEHICLE.**

HALL AND RESTROOM SUPERVISION

When classes are passing, and before and after school, each teacher must be at the classroom door to supervise the area around the room and to see that classes enter and leave in an orderly manner. The presence of staff members discourages rowdiness and class tardiness. It is also most helpful to have teachers routinely walk through restrooms when moving about the building and during passing periods.

BEFORE SCHOOL

1. Teachers will have supervisory responsibilities in the commons area, gym, school bus loading area, crosswalk, and hallways daily from 7:45 A.M. – 8:20 A.M. and from 3:20 P.M. – 3:45P.M. See Appendix II for supervision schedule. Students will be permitted in the classrooms, library, or computer lab, by checking in at the office before 7:45 A.M. Instrumental students will also be allowed to take their instruments to the band room.
2. All teachers will be required to be in their rooms 30 minutes before school each morning at a minimum. Make yourself available to students before school begins.

NOON DUTY

Noon duty will be issued to some available faculty members. See Appendix II. for duty schedule.

AFTER SCHOOL

Teachers should be available to students seeking help until at a minimum 30 minutes after school, unless they have a scheduled activity. Bus and hallway supervision will be assigned to faculty members. See Appendix II. for duty schedule.

COMPUTER USE

Students are not to be allowed to use computers without direct adult supervision.

CLASSROOM PROCEDURE

1. Always have an up-to-date seating chart.
2. Food and/or beverages may be allowed in classrooms on **special occasions, such as Read-n-Feed**, with prior administrative approval.
3. Students are not to leave the classroom for any reason without a late yellow pass/agenda pass and signing out on the class sign out sheet.
4. Do not leave your class unattended unless an emergency requires it.
5. Always be in your classroom or at the door prior to the start of class.
6. Classroom parties should have administrative approval.
7. Book bags are not allowed in the classroom. Book bags should be kept in the locker assigned to students. The use of book bags as an "at-hand" locker does not serve the student well in developing organizational skills.

STUDY HALL/TEAM STUDY

The following is a list of suggested ideas for properly conducting a study hall/team study. Some of the following statements cannot be adhered to in all situations. However, you should take a careful look at all the consequences before deviating from them. All Study Hall/Team Study supervisors are required to keep a log of student movement from room to room during the period in conjunction with the pass system.

1. Always have an updated seating chart. If you move a student, be certain to make the change on the chart. Be certain that all students have an assigned seat and try to keep deviations from your seating arrangement to a minimum. This is important for the students and for any substitute teacher.
2. Be as responsible to your study hall/team study assignment as you are to your academic classes. This includes starting the study hall/team study ON TIME, and demanding that the students are also there on time. An unattended study hall/team study is potentially more dangerous than even a classroom, and it takes very little time for an unhealthy situation to develop.
3. Never dismiss students until after the roll has been taken.
4. Issue written agenda passes to all students leaving your study hall/team study. This is very important. Allow one student at a time to go to the restroom. Monitor the number of students going to the media center and/or computer lab. All students must sign out and then back in upon their return.

5. All students should be expected to have something with them to keep themselves constructively occupied every day they are in study hall/team study. Students are required to have an Accelerated Reader book with them in all study halls/team studies.
6. No student should be given an agenda pass to other areas in the building without having proper material with them. There is very little justification in a student going to other areas without having a notebook, papers, and pencil with him/her. Do not send students to the gym or locker rooms.
7. There should be very few occasions when students should have to study together in a study hall/team study. If this practice is permitted, it should be done sparingly. Team teachers should be aware of cooperative group projects being assigned by fellow team teachers.

SUBSTITUTE TEACHERS

Teachers requiring a substitute should call AESOP at 1-800-942-3767 or log in to <http://www.aesoponline.com>. In order to facilitate learning and instruction continuity, teachers are encouraged to contact AESOP as early as possible. Further information on using AESOP can be found on the Human Resources page of the Gretna Public Schools District Information website, www.gretnadragons.org.

Teachers should realize that a substitute may not have a background in their assigned curricular area for a particular day and lesson plans should be sufficiently explicit to allow the substitute to have a reasonable understanding of what is expected of him/her. Please have your substitute folder kept up-to-date. This will prevent unnecessary delay in orienting the substitute as well as reducing the number of disturbing telephone calls to a teacher who is absent. All classroom teachers must have a substitute folder given to them by the administration during the opening workshop. This folder will contain information to assist the substitute upon arrival at school. Weekly lesson plans are to be put into the substitute folder on Fridays, and the previous week's plans removed and submitted to the building principal. Weekly checks of substitute folders may be conducted by the building principal.

Teachers are required to create alternative lesson plans for days when their absence necessitates a complete change in the planned activities for the day. The use of AR Books should not be used as an alternative lesson plan. Students at the middle level tend to have the attention span of their age, and a forty-three-minute class of sustained silent reading is counterproductive to good classroom management for the substitute and creates poor attitudes towards reading. Students are required to have AR Books with them at all times except in P.E. classes. The use of AR Books is encouraged when students finish work early and may be used as a substitute plan in such a fashion only. Teachers are asked to contact the office prior to 3:00 P.M., so that their substitute can be released or retained for another day.

Should a teacher need to be released from school during the regular school hours s/he must check with an administrator prior to leaving. If approved, arrangements will be made to cover the individual's remaining assignments.

Substitutes will be asked to fill out a form which will explain the routines followed and problems encountered. This will be given to the teacher when s/he returns to school. The behavior of students in your classes should be good when you are absent. Make this clear to the students.

LESSON PLANS

It is good practice to stay at least one week ahead with detailed lesson plans.

Lesson plans for the subsequent week will be turned in no later than 4:00 P.M. on the last teaching day of the week as per the instructions listed in the Substitute Teacher section of this handbook. All lesson plans should have, at a minimum, an objective and assessment stated.

TUTORING/PRIVATE LESSONS

To ensure all students of reasonable assistance without charge from their own teachers, and to avoid placing a teacher in a position of conflict of interest, teachers shall not be permitted to receive money from parents or any source other than the school district for tutoring any student they have in class or upon whose evaluation or assignment they will be called on to pass. This also applies to coaches, directors, and sponsors. Tutoring that does not promote a conflict of interest must be approved by the administration. Music lessons (paid for by the school district) are allowed.

EMPLOYEE FUNDRAISING

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

An employee who receives permission to fundraise shall abide by the following requirements:

1. The employee shall inform the Superintendent or Superintendent's designee of any content (including online messages or requests) that the employee intends to publish.
2. The employee shall not violate any District policy, rule, or law in any fundraising efforts and shall keep all student information confidential.
3. The employee must account for any money raised through the approved fundraising effort and shall provide evidence to the Superintendent or Superintendent's designee as to how the money was spent.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

MAKE-UP WORK AND EXAMINATIONS

Whenever a student is absent from school and has missed an examination or an assignment, it is the teacher's responsibility to see that the student is made aware of the deficiency immediately upon his/her return to school. Be positive about this and try to provide whatever encouragement or help you can to see that all work is properly made up. However, be definite about the time limits that you can allow for make-up work. Students should be allowed two days to make-up work for every day of school missed.

Student homework will be collected for absent students on the second day of an absence when requested by parents. Requests for this homework will be delivered. All such work must be turned in to the office by 3:00 P.M. by teachers.

Do not fail to notify the administrator and the home when a student is obviously not trying to make up the work. It is also important to notify the home as early as possible, so that there is time to help the student. If there are extenuating circumstances, please ask for help.

ATTENDANCE PROCEDURES

Absentees: Homeroom and Periods 1-8

1. Teachers will enter students who are absent through the SIMS Attendance Program each period. If the system is down, then teachers will email, call, or send it on a slip of paper to the office. If there are any changes, teachers will email those to the attendance secretary directly.
2. A daily absentee list will be compiled and emailed to each teacher in the Daily Bulletin.

Absentees: Periods 1-8

1. Record the names of students who are absent from your class in your gradebook or in some other appropriate place.
2. Some students may not appear on the daily absentee list if they are in first hour and then check out of school later in the day. These students will always have a yellow pass from the office and should present this pass to you when returning to class from a doctor/dentist appointment, etc.
3. If a student's name is not on the absentee list, do not let him/her into your class without a signed yellow pass from the office.
4. Students whose names appear on the absentee list on the previous day do not need a yellow pass when they return to class.

Attendance Records

1. Be sure to mark absentees and tardies in your grade book. You will be held accountable for accurate daily attendance records.
2. An up-to-date seating chart should be included in your grade book/substitute folder for use by a substitute teacher.

Tardies

1. Students tardy to your classes should not be admitted without a yellow pass from a teacher or the office during first hour. After five tardies (each semester) to school or to a class the student will be assigned consequences by a principal as per the policy found in the Parent-Student Handbook. The only tardies waived will be those excused for dental/medical reasons or by the principal.
2. Do not penalize the student who comes late with a note from another teacher. If this becomes abused, inform the principal of the problem.
3. Tardy is defined in the Parent-Student Handbook as follows: Students who are not where they are supposed to be when the tardy bell rings may be judged tardy. In most cases this means that the students should be in their assigned seats when the bell rings.

MOVIES/VIDEOS

Movies that do not directly relate to the respective curriculum are not to be shown. A movie or film that could be categorized as inappropriate for a school setting should not be shown. If the content is in question, permission must be obtained from the principal.

STUDENT PHONE USAGE

Students may use school phones with a teacher's permission. Such usage should be for school related communication and not personal use on the part of the student. Students should be sent to the office with a yellow pass granting the student permission to use the phone.

REPORTING STUDENT PROGRESS

HOMEWORK

Homework is a learning activity related to the experience within the school. Its purpose is to supplement and to enrich the work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher. Work not completed during the school day is not considered homework, but rather, the completion of assigned schoolwork.

Wednesday evenings are set aside for FAMILY activities, so care should be taken not to require heavy studying that evening, nor should a major exam be given on Thursday. Teams may utilize test calendars in order to coordinate test dates and keep students informed. In the case of students who fail to complete homework assignments on time, a number of options to encourage good study habits exist.

Purpose of Homework

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the

assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be ordinarily assigned as punishment.
5. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
6. Homework is more effective if a conference with the parent results in understanding of purpose and ways in which help at home can best be offered.
7. There should be a cooperative effort on the part of teachers to coordinate homework assignments so students are not overburdened with excessive quantities of homework.
8. Each teacher should teach students what to study and how to study.
9. Homework should be checked by the teacher and mistakes of students indicated for correction with individual comments wherever indicated or possible.

REPORT CARDS

Report cards are designed primarily to help pupils achieve the educational goals of the school system, and secondarily to help parents understand the progress their child is making toward achieving the goals and objectives of his/her assigned courses. No report card can convey complete understanding of the total school program or adequately explain the progress of every pupil. Conferences, emails to the home, and telephone conversations to the home should be made to supplement the report card. The effective use of report cards should bring greater understanding to all concerned, and should result in improved classroom productivity.

Do not hesitate to notify parents whenever an unsatisfactory trend develops prior to report card, mid-quarter reports, or parent-teacher conference times. Students learn and perform best when they receive feedback that is honest and clear. The grade should not be a payoff or special reward. It should reflect what the student has earned, whether it is a 1 or 5. The grade should also reflect the individual student's productivity in class; exams, discussion, written work, and special projects.

Students can demonstrate how well they have learned in a variety of situations, and the grade should be an evaluation of those situations. The student should clearly understand why s/he has received the grade. The final grade should not be a surprise. If evaluation has been a continuous process, the grade merely sums up or formalizes the student's demonstration of concepts or skills learned. Knowledge of student progress is a private matter between the student, teacher, and parents.

MID-QUARTER REPORTS

Alternative forms of grade update reports are important to home/school communication and will be explored and used when deemed necessary and beneficial. All students and parents will receive a mid-quarter grade/performance update.

ON-LINE GRADEBOOK

Parents are encouraged to review their student's grades by accessing the on-line gradebook. Teachers are encouraged to enter grades in a timely manner so that parents can keep informed as to their student's academic progress.

PARENT-TEACHER CONFERENCES

During the first and third nine-week grade periods, two evenings will be set aside for Parent-Teacher Conferences. The first quarter conferences will be traditional, while the third quarter conferences will be student-led at all grade levels.

CALLS HOME

As a further attempt to improve communication between the school and home, Greta teachers are asked to make calls to parents of students. These calls can be for students doing exceptionally well, or those who are struggling socially or academically.

DETENTIONS

Detention period is a time when the student is assigned to come in before school, stay after school, or another arranged time such as lunch, for any infractions of accepted student behavior. Detention time is set at the discretion of the teacher or principal. If a student who rides a bus home is detained after school, the teacher must see that s/he has transportation home or give the student 24-hours-notice so that s/he will have a chance to arrange transportation. **Detentions may be documented by a phone call or email home.** Students who are involved with activities after school may be required to serve their detention first. Such participation is at the discretion of the teacher or the principal. If a student is requested to remain after school, or come in before school by a teacher and does not do so, s/he may then be kept in for two (2) detentions instead of one. Continued neglect by the student may result in a Thursday Night School, short term suspension, or further consequences.

ZEROS AREN'T PERMITTED

Assignments, quizzes, and tests that earn a failing grade, or are not completed, can result in the student receiving a ZAP (Zeros Aren't Permitted). A ZAP is a time when the student is assigned to come in before school, stay after school, or during another arranged time, for incomplete or unacceptable classroom work. It is the belief of the Aspen Creek Middle School Staff that all students can learn and thus ZAP time is provided for students needing additional academic assistance. ZAP time is set at the discretion of the teacher or principal. Parents may be notified of ZAP's (missing, failing or incomplete work) via phone call or email. A

parent's acknowledgment of the receipt of the email, or a signature on the form, shows an awareness on the part of the parent that ZAP time is needed. If a student who rides a bus home is Zapped, the teacher must see that s/he has transportation home or give the student 24-hours-notice so that s/he will have a chance to arrange transportation. Students who are involved with activities after school may be required to serve their ZAP first. Such participation is at the discretion of the teacher or the principal. Continued academic neglect by the student may result in an assigned Thursday Night School or In-house suspension or further consequence until work is completed to a satisfactory level. Students should visit with their teacher if they have a problem staying for a detention or a ZAP, and try to make other arrangements.

Multiple ZAPS in all subjects will be monitored by the interdisciplinary teaching teams each week.

The purpose of a ZAP is to get work done to a satisfactory level. If work is made-up or redone, the full time of the assigned ZAP need not be served. The purpose is to complete the learning process, not to serve time; the latter is a detention.

THURSDAY NIGHT SCHOOL

Thursday Night School is a LAST resort and should be used when teachers have attempted to make arrangements with parents more than once to get students caught up in multiple subject areas and have failed. Teachers should have attempted on more than one occasion to work with the student before school, after school, at lunch, etc. Also, teachers have made special arrangements in regards to team study and have done everything possible to make sure that the student is productive during this time. The team has talked about the student to come up with a plan for making sure that the student is successful. Communication is key!

Once all of the foregoing has been attempted and it has been determined that the student still owes significant late or redo work in MORE THAN ONE SUBJECT AREA, the student can be recommended for Thursday Night School. If it is determined that a student needs to stay for Thursday Night School, **a phone call to parents should be made by a teacher, representing all of the teachers, no later than Tuesday of that week.** This should not be the first time that parents are notified of late or redo work. At this time, if the parent wants to arrange a specific pick up time, please pass the information on to administration. All names for Thursday Night School should be sent to the administrators. An e-mail will then be sent to the rest of the student's teachers to let them know that the student has been recommended. The student will be given a sign out sheet for Thursday Night School. Teachers will write assignments owed on the sheet and will indicate completion of the assignments with a signature. DO NOT SIGN THE SHEET UNTIL ALL WORK IS COMPLETED.

All keys and tests should be given to Administration on Thursday so that the front office can monitor the quality of work and make sure that the work completed is passing. Please be detailed in what is expected of students. It is very difficult for the front office to help students complete work, as the front office was not present for instruction.

GRADE SYSTEM

Since most permanent records are in number grades, it is recommended that teachers use a similar system in their grade books. For use on report cards the school grading system is as follows:

1	Excellent	(94 - 100)
2	Above Average	(86 - 93)
3	Average	(78 - 85)
4	Below Average	(70 - 77)
5	Failure	(69 and below)
P	Pass	(As approved by principal)
F	Fail	(As approved by principal)

GRADE BOOKS

Grade books are to be kept accurately and up-to-date by all teachers. The grade book can be considered a legal document and should be kept accordingly. It is best not to fill out your grade book for the first few days of each semester until the majority of the class changes and alterations have taken place. After that period, the teacher should be able to fill out the grade book in an orderly manner and transfer all pertinent information at that time.

1. Complete a class roster with all student names entered completely, accurately and in alphabetical order.
2. Record grades of all assignments that are used to determine quarter and semester grades. Also record total points possible for each student. When number or letter grades are given, be sure to give the numerical scale.
3. Record all student attendance. This becomes very important in certain situations. The attendance office records will not necessarily correspond to hourly attendance records. Each teacher is to formulate some procedure to simply enter absences in the grade book and be able to differentiate between an excused and an unexcused absence.
4. An explanation as to how a teacher arrives at his/her quarter or semester grades is also to be noted.
5. Each teacher will use the electronic grade book program and update it weekly. Teachers will also keep back-up copies of data. The submission of grade reports must be turned in at the end of the year with the grade book/attendance records in hard copy form.

FINAL EXAMS

No final semester exams are to be given unless cleared through the principal.

STUDENT WITHDRAWAL PROCEDURES

A parent/guardian must call or write a note to the middle school office one day prior to date of withdrawal. Students withdrawing from the middle school will obtain a withdrawal slip from the office. The withdrawal slip will be presented to each teacher having

that student in class. Those teachers will check in all books and materials, assess any necessary fines, indicate, the grade of the student on the withdrawal slip, and sign the slip. The slip will then be returned to the office by the student, where it will be signed by a building administrator once all fines are paid, as written evidence that a proper withdrawal has been made.

SCHOOL WELLNESS POLICY

A mission of Gretna Public Schools ("District") is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

A. District Wellness Committee

1. Committee Role and Membership

The District will convene a representative District Wellness Committee ("DWC") or work within an existing school health committee that meets at least once per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

2. Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

B. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

1. Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

2. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

3. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

4. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to [a] the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.
- The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.
- The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

- The District will notify households/families of the availability of the triennial progress report.

5. Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

6. Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents. The District will notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

C. NUTRITION

1. School Meals

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices.

2. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

3. Water

The District will make drinking water available where school meals are served during mealtimes.

4. Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

5. Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

- Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- Classroom snacks brought by parents. The District will provide or make available to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
- Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children or other comparable resources](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

6. Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

7. Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

8. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;

9. Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior

10. Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts

will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

D. Physical Activity

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

1. Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education. All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. All elementary students in each grade will receive physical education. All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education. The District's physical education program will promote student physical fitness through individualized fitness and activity assessments.

2. Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness

3. Recess (Elementary)

All elementary schools will offer recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class.

4. Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals or interscholastic sports.

E. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

1. Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

2. Staff Wellness and Health Promotion

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

3. Professional Learning

When feasible, the District offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.

4. Glossary:

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial: recurring every three years.

DAILY SCHEDULES

BELL SCHEDULES

All passing periods at Aspen Creek Middle School are four (4) minutes long. Lunch schedules vary depending on what class the student has during fifth hour. When students are done eating lunch, they are allowed to go to the gym or outside to walk laps. See Appendix IV. for classroom copies of Bell Schedules and the Master Schedule.

DAILY ANNOUNCEMENTS

Announcements will be read each morning and during 8th hour by the principal's office. **Students and staff are expected to be quiet during announcements.** Time has been allowed for these announcements and vital messages are given at this time. If students are called to the office and are in a teacher's classroom, teachers are to send the students to the office and expect students to return within a reasonable amount of time.

Teachers must turn in announcements to be read in the morning on the prior school day by 3:00 P.M. Effective communication in school is essential. Please submit announcements on time. Be considerate in the number of times you ask a message to be read. A maximum of three days should be observed. Also, indicate on your announcement if it is to be read in the A.M., P.M., or both. Finally, don't forget to update your announcement should plans change.

SCHOOL CALENDAR

With the large number of events that occur during the year, it is necessary to maintain a school calendar. This calendar is coordinated by the principal and the scheduling secretary. In order to keep the activities calendar properly organized, all requests for school functions must be made in advance. **Any activity listed on the school calendar that is to be conducted outside the school premises must first be approved by the principal.** See Appendix V. for key 2017-2018 dates and the Master District Calendar.

GENERAL PROCEDURES

FIELD TRIPS AND SCHOOL ACTIVITIES DURING THE SCHOOL DAY

1. All field trips, and the arrangements for them, must have the approval of the building principal and the Director of Curriculum in a manner specified by the School District. Learning activities requiring students from multiple elementary buildings to travel shall be approved by and coordinated with the Director of Curriculum or the Director's designee. Trips requiring overnight arrangements shall be limited to students in grades seven through twelve. Field trip request forms must be filled out and submitted on Dragon Forms at least one month in advance of the field trip. (Go to Dragon Forms for Field Trip Request Form.) Upon approval of the Field Trip Request Form, you will receive a Field Trip Request Check List. The Field Trip Request Check List must be completed and turned in to the building principal and building secretary at least two weeks prior to the scheduled field trip date.
2. The purpose of the field trip must be clearly defined, related to essential classroom learning, meaningful and appropriate for students, and of high quality. Field trips may be used as an incentive to improve student performance as long as the criteria for participation is applied and communicated to all eligible students in a timely fashion prior to the time of the trip. In addition, the total time necessary for travel must not exceed the time available for students to directly engage in learning.
3. School employees shall appropriately supervise each field trip so that good student discipline is maintained both while traveling and while students are engaged in learning. Parents and other adults may help with such supervision under the direction of a school employee.

4. Arrangements for school bus transportation will be made well in advance, as directed, and without disrupting regular school bus schedules. The school bus safety code will govern the behavior of students while on the bus. Trip sponsors are responsible for the conduct of students while on the bus and while students are engaged in the learning activity.
5. The School District disciplinary rules and regulations as identified in the Parent-Student Handbook pertain to school approved field trips.
6. Student emergency contact information and health information will be accessible to or in the possession of the sponsor.
7. An appropriate educational experience and proper supervision shall be supplied for any pupils whose parents do not wish for them to participate and/or students who do not meet set expectations for participation in a field trip.

REGULATIONS FOR SCHOOL DISTRICT SPONSORED AND APPROVED DOMESTIC AND FOREIGN TRAVEL

1. All school district sponsored and approved domestic and foreign travel shall have the recommendation of the building principal and the superintendent before such travel will be considered by the Board of Education. Domestic and foreign travel may be used as an incentive to improve student performance as long as the criteria for participation is applied and communicated to all eligible students in a timely fashion prior to the time of the trip. Approval for school district sponsored and approved domestic (over 150 miles one way or out of state) or foreign travel shall be by an affirmative vote of the Board of Education at a regular or special meeting of the Board.
2. Domestic travel involving an overnight stay will be restricted to students in grades seven through twelve. Foreign travel will be restricted to students in grades nine through twelve.
3. The purpose for such travel must be clearly defined, related to essential classroom learning, meaningful and appropriate for students, and of high quality. The following must be submitted, in writing, to the building principal to begin the process of consideration:
 - the purpose and rationale for travel;
 - a complete travel itinerary;
 - an explanation of the involvement of commercial agents (their obligations and any agreements to be entered into);
 - arrangements for food and lodging;
 - transportation arrangements;
 - a plan of supervision, including the number of supervisors;
 - all direct costs and an estimate of associated costs; and
 - the method of evaluation.
4. Every effort should be made to provide all willing and qualified students with an opportunity to participate in such travel by eliminating, or substantially reducing, any financial cost to the student. If cost cannot be eliminated, sufficient time prior to the time of travel shall be provided to allow students a realistic opportunity to raise the money necessary to cover costs.
5. Supervision of traveling students shall be provided by a school employee. Parents and other adults may assist in such supervision as sponsors. For these types of trips, the following supervisor-to-student ratios will be used. A group of 15 students must have a minimum of 2 adult supervisors, a group of 16-24 students must have a minimum of 3 adult supervisors, and a group of 25-36 students must have a minimum of 4 adult supervisors. For larger groups on foreign travel, the maximum supervisor-to-student ratio must be 12 students to each adult plus one extra adult supervisor. Members of the school employee's family shall not be allowed to travel with the group unless qualified for such travel as a student of the Gretna Public Schools or unless as an adult sponsor. Travel supervisors and sponsors are responsible for student conduct at all times during the trip. Throughout the trip, supervisors/sponsors will have daily contact with each student and when applicable, the adult host of the student to evaluate his or her situation and to monitor his or her experience. In addition to daily contact, the supervisors/sponsors will implement a logistically possible plan to contact a limited number of students in person. How students are selected for direct contact will be at the discretion of the supervisor/sponsor.
6. Unless specifically a requirement of a class, students shall voluntarily participate in such travel without receiving educational credit from the Gretna Public Schools for their participation.
7. Unless specifically a requirement of a class, class time shall not be used for planning or organizing such activities. This does not, however, prohibit brief initial announcements, interest assessment, or providing printed information about the travel opportunity through bulletins or postings approved by the building principal.
8. Each student who travels must have written parental consent, and parents must be notified well in advance about travel arrangements prior to the trip. Such parental notification, however, shall not be initiated before obtaining Board of Education approval. In addition, unless specified otherwise by the superintendent upon the recommendation of the lead sponsor and the building principal, only students in good standing shall be eligible for school district sponsored and approved domestic or foreign travel.
9. Student emergency contact information and health information will be in the possession of the sponsor.
10. The School District disciplinary rules and regulations as identified in the Parent-Student Handbook pertain to school district sponsored and approved domestic or foreign trips.

NON-SCHOOL DISTRICT SPONSORED TRAVEL

On occasion, students have the opportunity to participate in trips that have an apparent connection to the district, but which in fact are not school-sponsored. Some examples: (1) travel with a club sport team, even though the club team may be coached by our high school coach or (2) a foreign language teacher taking students abroad during the summer.

These opportunities are often worthwhile and beneficial to students. The message we want to make clear, however, is that these opportunities are not school district sponsored and approved activities. All arrangements for such trips, including costs, travel,

supervision, and safety are the responsibility of the group or person making the trip available to students. Gretna Public Schools has no responsibility for such trips. Anyone who is uncertain as to whether or not a particular opportunity is approved and sponsored by the School District should contact the superintendent or building principal.

SCHOOL SPONSORED STUDENT ORGANIZATIONS AND ACTIVITIES, STUDENT FIELD TRIPS, EXTENDED CO-CURRICULAR TRIPS

1. **Participation in Competitions or Activities Beyond State Level:** For school sponsored student organizations and activities involving interscholastic individual or team competition or participation, the School District will not fund competitive or participatory activities for students beyond the level of State competition. A School District faculty sponsor for a student organization or activity may request approval of participation of such organization or activity in a competition or participatory event beyond the state level. A School District Faculty sponsor, if required to attend a competition beyond the state level, will have such expenses paid for by the district. The participating organization or activity must cover the total cost of student attendance at and participation. The sponsor of the organization or activity shall submit a request, in writing to the office of the Superintendent of Schools, to participate in the competition or participatory event should students qualify. The request must be made immediately following qualification for a competition beyond the state level. Such request shall be accompanied by an application providing:
 - A complete description of the activity or event;
 - The educational benefits of the activity;
 - The potential or actual loss of instructional time;
 - The overall financial plan including the full cost of the travel, lodging, meals, registration and any other cost related thereto and who will bear the costs, how the funds will be raised and what plan the organization has to assist with the expenses for students that may not be able to pay the entire expense of the trip;
 - The frequency of the organization's request for extended travel;
 - The overall supervision plan for the extended travel;
 - The inherent risks or dangers of the activity and other relevant factors; and
 - The confirmation that participation in the activity is voluntary, and not required by the curriculum or for purpose of grading or credit for course work.

In addition, in order to avoid unexpected financial burden to families and reduced participation by students, there must be advanced notification to students, parents or guardians of students of planned or potential participation by the organization or activity beyond the State level and cost thereof. All school sponsored student organizations and activities involving interscholastic individual or team competition or participation shall be subject to the Field Trips and Travel Regulations accompanying this policy.

2. **Fundraising for Field Trips and Participation in Competitions or Activities Beyond State Level:** All fundraising activities must be consistent with provisions set forth in Board of Education policies and administrative regulations implementing such policy. All requirements for extended field trips set forth in this policy or in administrative regulations promulgated under this policy shall apply to school sponsored student organizations or activities involving competitive or participatory activities for students beyond the level of State competition.

TRANSPORTATION

Athletic transportation arrangements are to be made through the athletic director's secretary. Academic transportation arrangements are to be made through the principal's secretary. Students who ride a bus to an event are to return to the school on the bus. (Notes expressing permission to ride home in private autos are not acceptable.) Parents must personally contact the sponsor if they wish their child to get home from an event in a way other than on the bus. Sponsors should only release students to their parents for transportation purposes. See Appendix VII. for Bus Rules.

TEXTBOOK ACCOUNTING

You are responsible for accounting for all textbooks including those on classroom shelves. Properly check out to, and check in books from your students. It will be necessary to collect fines for damaged or lost books. Students will be required to cover texts.

Each student is directly responsible for his/her book after it has been properly checked out. Have each student sign his/her name, title, number of the book, and the condition of the book on a "book list" before releasing the book. See Appendix VIII. for Book Record Sheet and Book Checkout Sheet. Each student must sign his/her name and date on the book circulation record in the book. It is wise to record each student's book number in your class record book. If a student loses his/her book, s/he may check out another copy with the understanding that s/he must pay for the lost book.

After you have finished using a set of books, they should be accounted for on the inventory report and returned to the proper room. Textbook inventory reports are to be returned at the end of the year when you check out.

SAMPLE MATERIALS

All sample materials should be ordered through the Director of Curriculum, Instruction, and Assessment. To obtain a sample item, send a written request, e-mail, or call the director's office with the necessary information to order the sample(s). Include the rationale for the requested sample(s). The director will inform you of the order status of the sample(s) and when the order arrives, it will be processed through district receiving for any possible billing issues before being sent to the requesting teacher(s).

Unauthorized requests of sample materials will not be accepted for delivery.

LOST OR DAMAGED PROPERTY

Staff may be held financially responsible for lost or damaged property owned by the school district.

PARKING

All school personnel are to park in the designated faculty parking lots. This is essential to accommodate our student drop-off in the morning and pick-up in the afternoon and the loading and unloading of busses. Staff members are to park in the north parking lot or the east lot behind the middle school.

SCHOOL ACTIVITIES

Extracurricular activities are considered a vital part of a student's school experience. All clubs and organizations should strive to fulfill the following objectives:

1. Create group participation
2. Develop traits of leadership
3. Encourage decision making
4. Serve as a guidance function
5. Help students in the development of special abilities and interests
6. Help young people to organize their time to their best advantage

Generally speaking, students who participate in an activity do better in their school work and are more likely to enjoy the total school experience.

NEATNESS OF THE ROOM

A better atmosphere will prevail if you take pride in your room and pod area by attempting to keep it neat and clean. Students need to be encouraged to help keep the building in the best possible condition. No RED KOOL-AID or GUM should be used in the building. No pop and/or candy is allowed in the classroom areas and must be consumed in the cafeteria area or outside. Study hall/team study supervisors must be alert to what students are doing. This duty is tiring, but extremely important if students are to utilize their time properly. Have students pick up paper around desks to help custodians.

Coaches have the responsibility of carefully supervising locker rooms. Proper supervision means direct supervision where one sees as well as hears what is going on. No student should be sent to the locker rooms without supervision.

TEACHER'S LOUNGE

It is every teacher's responsibility to see that the lounge is kept orderly and clean.

ROOM SHARING

During the year, some teachers will have to share classrooms. Communication, cooperation, and courtesy will play an important role. Please follow these guidelines:

1. The room should be neat and clean at the end of each class period.
2. The white boards should be completely erased at the end of each class period.
3. Bulletin board and wall space should be shared among all teachers who use the room.
4. Each classroom contains a table or a desk which should be shared equally by all teachers who use the room.
5. The desk and/or table should be cleared by the teacher when s/he is finished using the room.
6. Rooms should be kept stocked with school supplied items, i.e. hall passes, detention slips, stapler, attendance slips, and tape.
7. Teachers who travel to a room will be provided with a cart for transporting items.
8. A teacher is discouraged from entering the classroom when it is in use by another teacher unless previous agreements regarding this have been reached by both teachers involved.
9. Use of the classroom before and after school must be a cooperative decision among the teachers who share the room. Regular communication will be important.

As a general rule, the desk arrangement in a shared room is straight rows facing the overhead screen. Desks may be rearranged by an individual teacher and then put back into rows by that teacher prior to the next class period.

RELATIONSHIP OF TEACHER TO CUSTODIANS

Teachers are requested to cooperate with custodians in the maintenance of the building. Staff and students should pick up paper automatically, be responsible for their own areas, and respect school property at all times.

If you have anything in need of repair, please complete a "Custodial Maintenance Request" form. See Appendix X. Please turn off all lights and lock doors in your room or activity area when you leave at the end of the day.

SMOKING

This is a smokeless building. Smoking will not be allowed at school, on school property, or at school activities.

PROFESSIONAL CONFERENCES-CONVENTION GUIDELINES FOR TEACHERS

To attend professional conferences/conventions, teachers:

1. Should belong to the state and national organization. Dues are not paid by the school district.
2. Should participate in state and local activities.
3. May attend a national convention once in a 3-year period unless required to do so as a representative of state or local organization.

4. Need to complete a request for attendance at least 8 weeks in advance. Permission for attendance may be determined by budget, in-service need, and availability of subs. Convention planning should be a part of the budget process, but inclusion in the budget is not an indication of permission granted. The Curriculum Director budgets for all national conventions in his budget. (Request forms will be available online at the District Curriculum Web site.)
5. Should make an electronic request to building principals showing the impact his/her convention attendance will have on classroom teaching.
6. Should make an oral or written report to the administration on the value of the convention after his/her return.
7. Should submit an itemized expense sheet electronically. The district will pay transportation, room, registration, and meal allowance. Amounts are determined in part by location of the convention.

FACULTY MEETINGS

All staff members are expected to be present and on time at meetings. Team/SPED meetings will be held according to the schedule found in Appendix IX. Staff meetings will be called as needed.

SCHOOL TELEPHONE

The school telephone is for school business. No teacher should interrupt classes for telephone calls other than for important school business. Long distance calls may be placed on school telephones when pertaining to school business. See Appendix XI. for Staff Room Directory. Personal long-distance calls are not to be made on school phones. Teachers will be called from class to answer the telephone in the office only in an emergency. An attempt will be made in such a case to arrange for a "call back" between periods.

LEAVING SCHOOL PREMISES

Teachers are asked not to leave the school premises unless it is absolutely necessary and then only after having checked out in the main office. Please clear all doctor and dentist appointments with the principal, including appointments during lunch periods.

STUDENT ERRANDS

Do not ask students to run errands for you during the day. Students are not to be sent to places of business or home for materials on school time. A teacher and the school could become personally liable if injury to a student's person or property occurred had s/he been instructed or allowed to leave school premises without proper parental consent. Any student leaving school grounds for any reason while school is in session will have a permit from the office and be properly signed out.

MAIL

A mailbox for each teacher is located in the office area. Visit your mailbox before classes and before leaving in the afternoon. Bulletins and special notices will be placed there. Do not use your mailbox as a supply storage. See that it is clean at the end of the day.

GUEST SPEAKERS IN THE CLASSROOM

All outside persons used as guest speakers must have the approval of the principal. Should the nature of the topic be controversial, the principal should secure approval from the superintendent.

FAMILY NIGHT

Wednesday is **Family Night**. Avoid this night when scheduling activities. All activities including athletic practices are to conclude by 5:15 P.M. Please do not assign homework on Wednesday. Also, avoid giving tests on Thursday.

ASSEMBLIES

Properly planned and well-organized assemblies can be a valuable educational experience. For all assemblies, all teachers will be responsible for their respective students and must sit with them during the assembly program. Teachers who do not have a regularly scheduled class are also requested to sit with the student body.

CEREMONIES, OBSERVANCES, AND THE PLEDGE OF ALLEGIANCE

Appropriate exercises may be held for the following: Veterans' Day, Martin Luther King Day, Presidents' Day, Flag Day, Memorial Day, and State Fire Day (the Friday before the Fire Recognition Day, which is the second Saturday in May). An educational program on the United States Constitution shall be held on September 17 every year, or in the preceding or following week if September 17 falls on a weekend or a holiday.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

Gretna Public Schools recognizes one of its educational goals is to advance the student's knowledge and appreciation of the role our religious heritage has played in the social, cultural and historical development of civilization.

ACKNOWLEDGEMENT OF RELIGIOUS HOLIDAYS

The practice of the Gretna Public School District shall be as follows:

1. The several holidays through the year which have a religious and a secular basis may be observed or recognized in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays included are Christmas, Easter, Passover, Hanukkah, Ramadan, Thanksgiving and Halloween.

RELIGION IN THE CURRICULUM

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about – and not of – religion be conducted in a factual, objective, and respectful manner. However, sectarian instruction of any kind is prohibited in this school.

PURPOSE OF RELIGION IN THE CURRICULUM

The practice of Gretna Public Schools shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

CONTROVERSIAL ISSUES

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity: To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.

1. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
2. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
3. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
4. To recognize that reasonable compromise is often an important facet in decision making in our society.
5. To respect the opinions of others.

CONTROVERSIAL ISSUES IN THE CLASSROOM

The following administrative and teaching regulations are to be observed:

A. For Principals:

Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

B. For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Do not manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that individual students or the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and

or/Superintendent.

7. Remember that the policy of the board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

C. Community Relations—Political Activity

The Board requires that staff members who desire to seek public office or to engage in other political activity likely to interfere with their normal work requirements seek prior Board approval.

In order to guard against placing students or staff members under undue pressure to adopt particular positions on political issues, the Board directs that employees avoid using their positions or their access to school materials or facilities for solicitation, promotion, recruiting or to otherwise work for the election or defeat of any candidate for public office or to influence the outcome of an election or a decision by a governing body on a political issue. Specifically, employees are restricted from the use of the following for such purposes.

1. Their position, whether as an instructor or as a leader or supervisor of other employees;
2. Classrooms, buildings or facilities;
3. Students; or
4. School equipment, materials or mailing systems.

These restrictions do not apply to employees who are engaged in authorized lobbying activities on behalf of the district. The restrictions also do not apply to the distribution of employee association correspondence or newsletters in the normal course of association business, even though those communication media may contain information concerning adopted positions of the association on political issues.

COPYRIGHT LAWS

It is the school's intention to abide by the requirements of the Copyright Law of 1978. Please keep this in mind when planning worksheets. A teacher may not:

1. Make multiple copies of a work for classroom use if it has already been copied for another class in the same institution.
2. Make multiple copies of a short poem, article, story, or essay from the same author more than once in a class term, or make multiple copies from the same collective work or periodical issue more than three times a term.
3. Make multiple copies of works more than nine times in the same class term.
4. Make a copy of "consumable" materials, such as workbooks.

A teacher may:

1. Make a single copy, for use in scholarly research, or in teaching, or in preparation for teaching a class, of the following:
 - a. A chapter from a book or an article from a periodical or newspaper.
 - b. A short story, short essay, or short poem, whether or not from a collected work.
 - c. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
2. Make multiple copies for classroom use only, and not to exceed one per student in a class, of the following:
 - a. A complete poem, if it is less than 250 words and printed on not more than two pages.
 - b. An excerpt from a longer poem, if it is less than 250 words.
 - c. A complete article, story, or essay, if it is less than 2,500 words.
 - d. An excerpt from a prose work, if it is less than 1,000 words or 10 percent of the work, whichever is less.
 - e. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

INTERNET SAFETY AND ACCEPTABLE USE POLICY

A. Internet Safety Policy

It is the policy of Gretna Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other

forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
 5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
 6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
 7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
- B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access. The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy. The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.
3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.
- Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.
- The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.
7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
 Children's Online Privacy Protection Act, 15 U.S.C. § 6501
 FCC Order adopted August 10, 2011
 47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
 Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

STUDENT FUND RAISING ACTIVITIES

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations.

1. General Guidelines.

The School Board of Gretna Public Schools recognizes a desire and a need for ongoing fundraising support. The school board also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

All fundraising for student organizations and school supporting organizations must have prior administrative approval. School District employees who supervise official school programs or extracurricular activities are directed not to organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building administration.

2. Student Organization Fundraising.

Student organizations are groups that are sponsored by the district and approved by the school board. They are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills. Student organizations are directed by School District staff.

- a. Approval Criteria. Student organization fundraising activities are to be considered for approval based on the following criteria: (1) the project will be safe for students, (2) students will not be exploited for sectarian, political, or commercial purposes, (3) the project will accomplish the goals for the fundraiser without undue risk of financial loss, (4) the project will be consistent with the mission and goals of the school district and the student organization, (5) the number of fundraisers run by the particular student organization and within the school and the District within the last twelve months, and (6) the project meets all legal requirements.
- b. Food Sales. The sale of foods as a fundraiser is subject to the School Wellness Policy.
- c. Safety Considerations. The District does not sponsor activities involving driving vehicles unless a school employee or sponsor or a responsible adult is driving. Projects that involve door-to-door sales will not be approved for student participants.
- d. Non-Approved Activities. The following activities may not be approved as fund-raising activities: raffles; lotteries; car washes (or other comparable destructive activity); direct solicitation of money, except when done in lieu of activity participation in a fund-raising activity; and, "slave days".
- e. Contracts. Teachers, coaches and sponsors are not authorized to sign contracts for the procurement of items to be sold or used in student organization fundraisers. Any contract that obligates school funds shall be submitted to the building principal for approval and execution.
- f. Purchases. All purchases related to student organization fundraisers are to be made in the school district name. Deliveries of fundraising items for sale shall be made to the school building, not to personal addresses. Items shall be kept in a secure place to avoid theft. Items which are overpriced or of an embarrassing or controversial nature to the school will be rejected. Items which are in direct competition with local businesses shall be avoided where practicable.
- g. Money-Handling. All funds collected must be given by the fundraiser sponsor intact (i.e., cash and checks must be deposited in the same cash/check mix in which they were received) to the building principal or designee for deposit into the school district depository account no later than the next school day following receipt. Funds may not be deposited into personal accounts and may not be taken home.
- h. Inventory. The fundraiser sponsor shall maintain an inventory of items related to the project. Upon completion of the project, unsold items may not be given away. The items shall be returned to the vendor for credit, sold at reduced prices in a clearance sale, or kept for sale in a future student organization fundraising event.
- i. Disbursement of Fundraising Proceeds. Fundraising proceeds shall be disbursed to and used by the student organization for the purposes for which the project was initiated.
- j. Records. The fundraiser sponsor shall submit all records related to the fundraising project at the conclusion of the project. The records to be maintained and submitted include: fundraiser approval, purchase order or procurement card receipt, invoices and packing slips, student checkout sheets, deposit receipts, inventory of merchandise and list of unsold merchandise, receipt for return of merchandise and records of credit or receipt for returned merchandise.
- k. Student Conduct. All students who participate in approved fundraising activities are expected to represent the school, the student organization, and the community in a positive manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

If a donation of cash or equipment is offered to a staff member for a school organization or the school district, the coach or sponsor shall refer the intended donor to the building administration. If the donor insists on giving the cash or equipment immediately, the staff member shall turn the donation over to the building principal immediately upon receipt.

Coaches or sponsors who also coach, manage or otherwise participate in club teams or similar non-school organizations must clearly separate any student organization fundraising from fundraising activities for their club team. Such individuals who receive donation offers must request that the donor be very clear as to whether the donation is intended for the student organization or the club team.

SCHOOL SUPPORTING ORGANIZATION FUND RAISING

School supporting organizations are non-school funded groups recognized by the administration, such as parent/teacher organizations, activity booster groups, etc., that provide supplementary services and support to existing school programs. Decisions on fundraising activities must have approval from the school administration and the expenditure of fundraising proceeds should involve consultation with the school administration.

CHARITABLE GIVING CAMPAIGNS

A charitable giving campaign is fundraising directed toward students, parents, guardians, and patrons conducted for the purpose of providing money for a charitable cause not directly related to any district goal, program, or student organization. No national, regional, or local non-school fund-raising organization shall be permitted to solicit funds or conduct charitable giving campaigns through school media, school organizations or affiliated school supporting organizations. School clubs, organizations, and affiliated school supporting organizations with approval of the Superintendent of Schools or designee may conduct charitable giving campaigns. The purposes for which any approved charitable campaign may be permitted may include fun raising;

1. To support local community projects (such as a food, clothing, or fund drive for a specified organization).
2. To assist a student or school staff member within the school building who has experienced a catastrophe (injury to or illness of, for example, a student or staff member), subject to the limitation that such fund-raising activity must be limited to the school building where the student attends or staff member is assigned, and may be held only once per school year, and there is no other community fund raiser for such person being conducted.

Any fund-raising activity conducted as part of such campaign using Gretna Public Schools facilities or using the District's name in solicitation of donations must have prior approval of the Superintendent, or designee. If the request is approved, the organization shall include a statement that the Gretna Public Schools is not endorsing the organization or campaign and has no affiliation with the event.

District funds cannot be used to offset, front-fund, or pre-pay expenses for any charitable giving campaign.

MILEAGE

Any faculty member who is going to submit a request for reimbursement of mileage, must first have this approved by the principal. School vehicles should be used whenever possible.

EXTRA DUTY ASSIGNMENTS

The activities director will arrange dates and times for you to assist in the activities program in regard to supervision, ticket selling and ticket taking.

PERSONNEL FILES

The school district has two files for each staff member. One file is held at the superintendent's office, and the other is in the office of the respective building principal. The latter includes yearly job targets and observations. See Appendix XII. for Assigned Faculty Observer and Job Targets.

The file in the superintendent's office includes all materials relating to employment, such as each staff member's application for employment, credential file, resume, teaching certificate, and any correspondence. The file in the office of the building principal includes all documents concerning teacher performance.

All materials placed in the employee's files and originating with the school district shall be available to the employee upon request for inspection in the presence of the person(s) responsible for keeping the file. The employee shall have the right to respond to any material filed, with the response then being included in the personnel file.

NOTICE CONCERNING STAFF QUALIFICATIONS

Federal law gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Gretna Public Schools will give parents 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, 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 whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

The parent should request the information from an administrator in his/her child's school building. The information will be provided to the parent in a timely manner. Finally, Gretna Public Schools will give timely notice to the parent if the child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

STUDENT SURVEYS

Gretna Public School Board Policy 1014 notes that student survey data will not be collected unless for specifically approved purposes. Teachers pursuing a graduate degree need to have the approval of the Director of Curriculum prior to conducting research.

STUDENT PRIVACY PROTECTION POLICY

It is the policy of Gretna 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:

1. 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.
2. 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.
3. Right of Parents to Inspect Instructional Materials
Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall

consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent 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.

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

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

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

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

ANNUAL PARENT NOTIFICATION OF STUDENT PRIVACY PROTECTION POLICY

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

NOTIFICATION TO PARENTS OF DATES OF AND RIGHT TO OPT-OUT OF SPECIFIC EVENTS

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

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

Act).

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

DEFINITION OF SURVEYS OF MATTERS DEEMED TO BE SENSITIVE

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

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

MENTAL HEALTH ASSESSMENT OR SERVICE

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

STUDENT DISCIPLINE

STUDENT BEHAVIOR

Good discipline is in evidence when there is an optimum learning atmosphere in the classroom. Therefore, it is the teacher who must be primarily responsible for discipline in the classroom. Students who fail to conform to standards necessary to carry a good program of instruction should be dealt with firmly and promptly.

Normally, the first step to be taken by the instructor to correct improper actions by an individual student is to have a student-teacher conference. If counseling with the student does not correct the situation, a teacher may see fit to assign one or more detentions. Detentions assigned by an individual teacher are the responsibility of that teacher. Teachers must use detention/ZAP communications as outlined in the **DETENTIONS** and **ZEROS AREN'T PERMITTED** portion of this teacher handbook. Parents should be contacted if problems occur in the classroom.

Do not send students from the room as a disciplinary measure unless absolutely necessary. If a student must be sent from the classroom, send or bring the student to the principal's office or call the office as deemed necessary for the situation. If possible, send a brief signed note to the office indicating the offense. If you do not accompany the student, report to the office in person as soon as possible.

DATING VIOLENCE

Gretna Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

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

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority. Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district's student-parent handbook or an equivalent publication. Parents and legal guardians shall be informed of the dating violence policy by such other means

as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

CHEATING

Students caught cheating on a test or assignment may be given a zero for a grade, will be expected to do the work, and may be asked to complete additional requirements to prove the required learning was achieved. Additionally, a call home informing parents should be made by the student and the teacher.

GROUP DISCIPLINE

Group discipline is rarely effective and should be avoided.

BUSINESS PROCEDURES

DEPOSITING ACTIVITY MONEY

All funds connected with the operation of school-related activities must be deposited with the school secretary on the day of collection. It is extremely unwise for any teacher to assume the responsibility of funds overnight. Under no circumstances should funds be left in the desk or classroom overnight. You will be given a receipt for all monies deposited into your account.

STUDENT FEES POLICY

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

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

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services.

The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students for the 2017-2018 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

10.1 Guidelines for Non-Specialized Attire Required for Specified Courses and Activities

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

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

10.2 Personal or Consumable Items and Miscellaneous

(a) Extracurricular Activities.

Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials.

Items necessary for students to benefit from courses will be made available by the District for the use of students during

the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors, and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items.

Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also

be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials.

Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials.

Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking.

Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

10.3 Extracurricular Activities—Specialized Equipment or Attire

Extracurricular activities mean student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

10.4 Extracurricular Activities—Fees for Participation

Any fees for participation in extracurricular activities for the 2017-2018 school year are further specified in Appendix "1". Admission fees are charged for extracurricular activities and events.

10.5 Postsecondary Education Costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

10.6 Transportation Costs

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

10.7 Copies of Student Files or Records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

10.8 Participation in Before-and-After-School or Pre-kindergarten Services

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

10.9 Participation in Summer School or Night School

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

10.10 Breakfast and Lunch Programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

10.11 Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

10.12 Distribution of Policy

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

10.13 Student Fee Fund

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

Appendix "1" to 2016-2017 Student Fees Policy of Gretna Public Schools—Additional Specification of Required Materials and Fees for the Middle School Program:

1. Before/After School Vocal Group
2. Seventh and Eighth Grade Band
3. Clubs
4. Eighth Grade Technology Classes (Elective)
5. Eighth Grade Art Classes (Elective)
6. Eighth Grade Family and Consumer Science Classes (Elective)

General Description of Fee or Material:

1. T-shirt
2. Polo Shirt
3. Supplies needed to make and take projects
4. Technology I, II and Construction -There is a fee for these classes that covers the cost of the materials used for take-home projects. No fee is assessed if the student does not keep the projects as personal property.
5. Art 8--There is a fee for the class that covers the entire cost of the materials used for all of the take-home projects. No fee is assessed if the student does not choose to keep the projects as personal property.
6. Supplies needed for FCS 8th grade electives classes.

Dollar Amount of Fee (Anticipated or Maximum) or Specific Material Required:

1. \$15.00
2. \$20.00
3. \$25.00 (Anticipated Maximum Cost)
4. The estimated costs of materials for all projects for Technology I, II and Construction is \$30.00. however, final cost is dependent on materials and projects selected by the student.
5. The costs of materials for all projects for Art Mania is \$10.00, Fiber is \$10.00, Print is \$10.00, 3-D Creations is \$20.00, Advanced 3-D is \$20.00, and Design and Draw is \$10.00.
6. 8th Grade FCS Fees: \$10.00 - \$25.00.

PURCHASES FROM THE GENERAL BUDGET

- Step 1: A white unofficial purchase order form must be filled out and submitted to the building principal.
Step 2: The unofficial purchase order is then sent to the superintendent's office for approval.
Step 3: You will be notified if your request is denied.

PURCHASING THROUGH ACTIVITY ACCOUNTS

Local purchasing from activity accounts is handled through special purchase orders. These are available in the principal's office. Individuals will not be reimbursed for articles purchased if they have not been approved and a purchase order used. (You will be held responsible for these unapproved purchases).

PTO PURCHASING

All purchases made by teachers and to be paid by the PTO must be processed through the Building Principal's Office for proper coding in order to obtain reimbursement from PTO.

RECEIVING AGENTS, SLAESPERSONS, AND OTHER BUSINESS REPRESENTATIVES

No school employee shall visit with or discuss business matters of a personal nature with any sales representative during the hours the employee is on duty in the school, except by special permission of the Superintendent or building principal.

Any agent or business representative calling on school personnel about school matters, such as, textbooks, publication of the school annual, class insignia, athletic equipment, school equipment, school supplies, building and custodial supplies, and the like, shall first obtain the permission of the Superintendent or building principal and it is the duty of the school employee to ascertain that the representative has such permission. In general, a teacher shall not interrupt class work to confer with such representatives.

GUIDANCE SERVICES

GUIDANCE SERVICES AND TEACHERS

It is the counselor's responsibility to establish good working relationships between the teachers and the guidance program. As a resource person, s/he seeks cooperation of all teachers in interpreting test results, printing educational information and using pupil records.

Most of the counselor's efforts will be to cooperate with teachers in identifying or counseling pupils in need of individual help, and at the same time, maintaining his/her concern over the progress of all the students.

The classroom teacher is a key figure in the guidance of youth in both the elementary and secondary schools. The counselor and teachers, by pooling their knowledge and resources, accept the students where they are and help them go as far as their potentialities permit. The students are helped to know and develop their abilities and to recognize and accept their limitations, and in this way to better understand themselves.

The guidance program includes five (5) basic services:

1. Inventory Service. Emphasis is placed upon a system of accurate and complete student records that accentuate the uniqueness of the individual students.
2. Informational Service. Information in the areas of occupational, educational and vocational guidance is made available to teachers, students and parents.
3. Counseling Service. For an effective program, all students are encouraged to seek individual counseling. Students with needs beyond that of the counseling program are encouraged to seek the services of private counseling.
4. Placement Service. This service assists students in the selection of appropriate occupations, educational institutions and work experiences.
5. Follow-up Service. A continuing follow-up of former students through surveys should be pursued in order to evaluate and improve the effectiveness of the school program.

DROP AND ADD OF CLASSES

As outlined in the Parent-Student Handbook, NO SCHEDULE CHANGES WILL BE ALLOWED; however, from time-to-time extenuating circumstances do necessitate schedule changes. These will be handled by the building principal on a case-by-case basis.

The order of team classes may be changed on a student's schedule with permission of the principal. The scheduling secretary should be notified of this change so that it may be noted on the individual student's schedule. At the start of a new quarter, teams may reshuffle students' team classes to create a new learning environment. Such changes must be provided to the office so that students may be easily located by staff members.

CHILD ABUSE AND NEGLECT

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

PUBLIC RELATIONS

DIRECTORY INFORMATION

Personally-identifiable information such as a staff member's name, address, and phone number will be considered confidential and not released to the public.

NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

Federal law requires Gretna Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Gretna Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Gretna Public Schools will comply with any such request.

PUBLIC RELATIONS

The degree of success attained by the Gretna School Staff is very dependent upon our relations with the immediate community. The entire staff should have a sincere interest in both the students and the area in which they reside. Local businesses should be given consideration for purchases.

Publications, announcements, and letters should be cleared first and approved upon completion with the building principal before mailing or sending home with the student.

At the time of the posting of the mid-quarter report, each team will be asked to submit a one page, both front and back, newsletter to be emailed by the team at the time of mid-quarter posting. This should include team happenings and curriculum items. Teams may visit with exploratory teachers to include information from these classes. Teams may send newsletters at other times, but they must send the mid-quarter newsletter.

PARENT TEACHER ORGANIZATION

The Aspen Creek Middle School PTO supports many worthwhile educational programs at the middle school. Participation in this organization is encouraged for teachers. Teachers may be asked to strongly consider signing up for attendance at one meeting of the PTO per year.

EMERGENCY AND SAFETY PROCEDURES

FIRST AID

In the event of an accident or sudden illness, the school nurse and/or principal should be summoned immediately. In the event of an injury outside the normal course of the day, the teacher in charge should take the initiative in handling the emergency. First aid supplies are available in the nurse's office.

In all cases, it is the duty of the supervising teacher to notify the parents of the injured student if the injury or illness occurs after school hours. The office will notify parents if the injury or illness occurs during the school day.

All students are expected to participate in physical education classes. From time to time, due to health/medical concerns, students may need to be excluded from such participation. Students who are unable to participate in physical education class must bring a note from a parent/guardian or physician. This should be given to the school nurse at the start of the school day. The nurse will then make the information available to the child's classroom teachers as well as the physical education teachers. The note should indicate the type of injury and how long the student is to be excluded from physical activity. If the student will be unable to participate for more than three days, a physician's note will be required.

EVACUATION AND SHELTER-IN PLACE DRILLS

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

1. at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
2. every month in each school building in which the facility is in session;
3. subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
4. one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

1. emphasis shall be on conducting an orderly evacuation, rather than speed;
2. under varying conditions and at expected and unexpected times;
3. participants shall relocate to a predetermined location and remain until recalled or dismissed; and
4. all emergency and relocation drill alarms shall be sounded.

CRISIS PLANS

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

It is imperative that you are able to give quick and concise directions to your students from all possible locations in the building. Students should be told to move quickly and quietly to the nearest exit and proceed to a point at least 100 feet from the building.

Once an evacuation signal has been given, whether authorized or not, the faculty will react as though a real emergency exists; the safety of the students should be the first and only consideration. A floor plan including fire exit routines will be posted in your room. See Appendix XIII. for Fire Map.

Two shelter-in place drills will be held during the year. Note: Be sure to take your grade/attendance book and emergency yellow folder with you during drills and /or alerts. The attendance secretary must also take the attendance book at this time. See Appendix XIII. for Tornado Procedures.

POWER OUTAGE

In the event of a power outage, the following procedures should be followed:

1. Open all exterior classroom doors. (Exit signs and other battery powered "power packs" should kick on automatically. These will provide limited light).
2. Keep students in your classroom and do not allow them to leave.
3. Administration and office personnel will circulate throughout the building with further instructions.

STORMY WEATHER PROCEDURES

In Nebraska, strong storm systems often come through our state occasionally bringing with them severe weather. With this in mind, it is important that we be clear on what coaches and sponsors will do during severe weather conditions.

Certificated staff members with students under their supervision are directly responsible for their students in the classroom, the gym, and on the practice field. When severe weather strikes with little or no warning, staff members directly in charge of activities must determine, in their best judgment, what action or actions will be in the best interest concerning the safety of their students.

At away events when severe weather becomes a concern, coaches or sponsors, along with the bus drivers, must determine the best course of action to take, keeping in mind the safety of the students.

Coaches and sponsors should make every effort to keep school officials informed of any changes or deviations from the normal routine of events if weather dictates that such action be necessary.

CRISIS TEAM RESPONSIBILITIES (STAFF)

1. Be present at all staff meetings.
2. Read the announcements only as you receive them. (Don't ad-lib).
3. Answer only those questions you know the specifics about. (Don't guess!!!)
4. Refer students who appear to be having trouble coping with the situation to the principal or counselor.
5. Run class as normal as possible, but remain sensitive to students.
6. Do not give interviews to the press. Refer reporters to the superintendent's office.
7. Be available during planning periods to control student traffic and refer visitors and press to central office.

EYE SAFETY GUIDELINES

To provide eye protection as specified in Nebraska Department of Education bulletin, "Eye and Face Protective Devices As Required by Nebraska Revised Statute 79-4,144", The Gretna Public School system is providing protective devices for students as outlined in the general guidelines. Please be aware that the guidelines refer not only to students but to visitors, teachers, or any individual within the area requiring eye protection.

Nebraska Revised Statute #79-4,144 specifically states:

1. Every student and teacher in schools, colleges, universities, or other educational institutions shall be required to wear appropriate industrial quality eye protective devices at all times while participating in or observing the following courses of instruction:
 - A. Vocational, technical, industrial arts, chemical, or chemical-physical involving exposure to:
 1. Hot molten metals or other molten materials;
 2. Milling, sawing, turning, shaping, cutting, grinding, or stamping of any kind;
 3. Heat treatment, tempering, kiln firing of any metal or other materials;
 4. Gas or electric arc welding or other forms of welding processes;
 5. Repair or servicing of any vehicle; or
 6. Caustic or explosive materials.
 - B. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

More specifically, exposure to:

Sparks	Fumes	Heat	Caustic materials
Glare	Hot liquid splash	Lasers	Chemical cleansing agents
Dust	Glass breakage	Acid Burns	Harmful rays
Hot grease	Molten metal	Flying particles	Intense rays
Electric arc	Chemical splash	Mist (steam)	Radiant energy

The preceding list is not all-inclusive. The instructor should make an inspection of the premises to determine potentially hazardous conditions which may require the wearing of eye and face protection devices.

General guidelines:

1. Any person entering the area while hazardous conditions are present must wear the appropriate protection.
2. Students wearing contact lenses and/or "street wear" glasses should be informed that these sight correction glasses do not provide adequate eye protection.
3. The Food and Drug Administration approved impact-resistant (RX) lenses and/or glasses must be covered by additional goggles or shields which do meet the industrial standards.
4. Glasses containing photo-grey or photographic (photo chronic) lenses are not an acceptable substitute for industrial quality safety glasses. The ANSI Z87.1-1979 standard specifically states that these lenses may not be worn in lieu of an approved eye protection device.
5. Protective devices need not be worn unless hazardous activities are in progress within the walled confines of the room. Classes observing a chemical demonstration must use protective devices. Students in photography, outside the confines of the dark room where developing is occurring, need not wear them unless a hazardous activity is taking place. Within the dark room, they must be worn when chemicals are involved.
6. Protective devices must be kept clean, sanitary, and in wearable condition. A disinfectant spray and tissues should be provided in an accessible location.

CONCUSSIONS

Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- the signs and symptoms of a concussion;
- the risks posed by sustaining a concussion; and
- the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

Response to Concussions.

Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.

Return-to-Play.

A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

Parent Notification.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.

Return to Learn.

The Superintendent shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.

Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches and teachers on a timely basis.

Effective Date.

This policy becomes operative on July 1, 2012 (revised June 23, 2014). The administration may, but shall not be required to, implement provisions of this policy prior to such date as it determines appropriate.

USE OF RESTRAINTS AND SECLUSION

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions at Gretna Public Schools.

1. Definitions

A. Physical Restraint. Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this Guidance.

B. Seclusion. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior.

C. Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

2. Physical Restraint

A. When Physical Restraint May be Used. Physical restraint may be used in the following circumstances:

- To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act.
- A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.
- Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited).
- To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint; and
- In circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Physical restraint may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

B. Conditions. Use of physical restraint shall take into consideration the safety and security of the student. In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

C. Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.

D. Training. Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by the School District or by an external entity and shall include, but need not be limited to:

- Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint.

An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

3. **Seclusion**

A. When Seclusion May be Used. Seclusion may be used in the following circumstances:

- When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
- When a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
- When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
- The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Seclusion may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

B. Conditions. Use of seclusion shall take into consideration the safety and security of the student.

Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

- Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student.
- Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls.
- If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be tempered/safety glass.
- Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs.
- If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
 - The adult responsible for supervising the student must periodically check on the student visually if possible.
- C. **Timeline.** A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.
- D. **Training.** Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.

4. Documentation and Evaluation

- A. Documentation of Use of Physical Restraint or Seclusion. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:
- The student's name;
 - The date of the incident;
 - The beginning and ending times of the incident;
 - A description of any relevant events leading up to the incident;
 - A description of any interventions used prior to the implementation of physical restraint or seclusion;
 - A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
 - A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
 - A description of any injuries (whether to students, staff, or others) or property damage;
 - A description of any planned approach to dealing with the student's behavior in the future;
 - A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion;
 - The date on which the parent or guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

- B. Notification of Administration. The Superintendent or Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
- C. Notification of Parent or Guardian. Within 24 hours after use of seclusion or physical restraint, the Superintendent or Superintendent's designee shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided the District a written waiver of this requirement for notification. A district administrator shall inform the parent of the date of the incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.
- D. Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:
- A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
 - The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or Superintendent's designee.

STUDENTS WITH ALLERGIES

Gretna Public Schools is committed to providing a safe and nurturing environment for students. The Board of Education understands the increasing prevalence of life threatening allergies among school populations.

Recognizing that the risk of exposure to allergens can be reduced in the school setting, Gretna Public Schools is committed to working in cooperation with parents, students, and physicians, to minimize risks and provide a safe educational environment for all students. The focus of allergy management shall be on prevention, education, awareness, communication and emergency response.

It is the policy of the district to provide all students, through necessary accommodations where required for students with disabilities, the opportunity to participate in all school programs and activities for which they are otherwise eligible. Accordingly, the superintendent shall direct staff to act affirmatively and work closely with parents to assure that the needs of children with documented allergies are taken into consideration in planning for district programs.

The goals for allergy management include:

1. To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening allergies.
2. To maintain the health and protect the safety of children who have life-threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening allergies are based on accurate information and evidence-based practices.

Responsibilities of Staff.

Staff shall develop plans to minimize risks and provide a safe educational environment for students with allergies. Upon being informed of the student needs, the appropriate team shall convene (IEP team for students with verified disabilities; 504 team for students with a 504-qualifying disability without an IEP; and individual health care team for students who do not qualify for IEP or 504 services or accommodations). The team shall consider the unique needs of the individual student in developing the appropriate plan for each student.

Consideration shall be given, but not limited to, the following:

1. Restrict foods and other allergens from the classroom(s) of the student with allergies or from other areas where student with allergies may be exposed, such as the food services environment (which may include restricting foods in specified eating areas, restricting foods served in the meal line, and identifying foods containing common allergens), during field trips, student transportation vehicles, and extracurricular activities or events.
2. Encouraging washing of hands before and after handling foods.
3. Develop appropriate cleaning protocols.
4. Inform and educate staff about the identity and needs of students with allergies, in a manner consistent with FERPA and other confidentiality or privacy laws.
5. Use signage to inform building users of building-wide restrictions on common allergens.
6. Be aware of location(s) of auto-injectable epinephrine for the student in the event of an emergency, understand the signs and recognize the symptoms of an allergic emergency and be aware of how to administer auto-injectable epinephrine and/or who to contact in the event of an emergency.

Responsibilities of Students with Allergies, and their Parents.

1. Inform the school nurse or an administrator of the student's allergies and provide medical verification of life threatening allergies from a physician, and physician treatment protocols and any prescribed medication as appropriate.
2. If a life threatening allergy exists and the parent(s) choose not to provide physician treatment protocols and/or prescribed medication, the parent(s) shall sign an acknowledgment of their election not to provide such protocol or medication and release the School District and its employees of responsibility for treating an allergic reaction experienced by the student.
3. If a student with a life threatening food allergy brings their own snacks or other food item to the classroom or activity, such snack must be accompanied by a written verification from the parent(s) that the snack was provided by the parent(s) and meets the student's dietary requirements to prevent an allergic reaction.
4. Avoid anything with unknown ingredients or known to contain any food to which the student is allergic or knowingly or carelessly expose oneself to items to which the student is allergic.
5. Be proactive in the care and management of the student's allergies and reactions based on their developmental level.
6. Notify an adult immediately if the student eats or is exposed to the food or other allergens to which the student is allergic.

Responsibilities of Other Students.

1. Not intentionally or carelessly expose those with allergies to foods or other allergens that may create an adverse reaction.
2. Follow directives given with regard to food restrictions and protocols.
3. Not bully or pick on a student with a food allergy because of the student's condition.
4. Failure to meet the foregoing expectations may subject the violating student to disciplinary consequences.

AFFIRMATIVE ACTION/PUBLIC NOTIFICATIONS

CIVIL RIGHTS

Compliance Requirement: No person shall, on the grounds of race, color, national origin, age, handicap, sex, or religion be excluded from participation in or be subjected to discrimination in any program or activity.

A. ELIMINATION OF DISCRIMINATION

This school district hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

B. PREVENTING HARASSMENT AND DISCRIMINATION OF EMPLOYEES AND/OR STUDENTS

1. **Purpose:** Gretna Public Schools is committed to offering employment and educational opportunity to its employees and any student based on ability and performance, in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, the Gretna Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on, for example, a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a) In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- (b) Age harassment 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.
- (c) Sexual harassment has been 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 workplace, classroom, or educational environment.
 - 1) Sexual harassment exists when:
 - I. Supervisors or managers make submission to such conduct, either by an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention).

II. Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.

2) Sexual harassment may also exist when such conduct by another person unreasonably interferes with an employee's work performance, or creates an intimidating, hostile or offensive workplace, classroom, or educational environment.

(d) An employer may also be held responsible for continuing harassment of employees or students by non-employees in the workplace, classroom, or educational environment if the problem is reported to a supervisor or manager and no corrective action is taken.

2. Procedures:

(a) Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem, the employee or student is encouraged to go to the next level of supervision.

(b) If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) working days, or if the discrimination or harassment continues, the complaint should be reported to the Superintendent of Gretna Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent of Gretna Public Schools, the complaint may be processed to the Board of Education.

(c) The supervisor, teacher, or the Superintendent of Gretna Public Schools 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, etc., may be taken. Under no circumstances will a supervisor or teacher threaten or retaliate against an employee or student who alleges a violation of this policy.

C. NOTICE OF DESIGNATION OF COORDINATOR

Gretna Public Schools does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Dr. Kevin Riley (11717 S. 216 Street, Gretna, Nebraska 68028, phone: (402) 332-3265) has been designated to coordinate Gretna Schools' compliance with the non-discrimination requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and any other such state or federal laws. Information concerning such Acts or other laws and the applicability of such Acts or other laws to the services, programs, or activities of Gretna Public Schools, may be obtained from Dr. Kevin Riley, and any complaints alleging non-compliance by the Gretna Public Schools with such acts or other laws should be communicated to Dr. Kevin Riley.

D. NOTICE OF NON-DISCRIMINATION

Gretna Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, marital status, or age in admission or access to, or treatment of employment in its programs and activities. If you feel you have been discriminated against, or have inquiries regarding grievance activities, or compliance with Title IX, Title VI, or Section 504, contact Dr. Kevin Riley (801 South Street, Gretna, Nebraska 68028, Phone (402) 332-3265).

ANTI-DISCRIMINATION, ANTI HARASSMENT, AND ANTI-RETALIATION

A. Elimination of Discrimination.

The Gretna Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Gretna Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Kevin Riley, Superintendent, 11717 South 216th Street, Gretna, NE 68028, (402) 332-3265, kriley@gpsne.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Gretna Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- (a) Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- (b) Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- (a) Name-calling,
- (b) Teasing or taunting,
- (c) Insults, slurs, or derogatory names or remarks,
- (d) Demeaning jokes,
- (e) Inappropriate gestures,
- (f) Graffiti or inappropriate written or electronic material,
- (g) Visual displays, such as cartoons, posters, or electronic images,
- (h) Threats or intimidating or hostile conduct,
- (i) Physical acts of aggression, assault, or violence, or
- (j) Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- (a) Unwelcome sexual advances or propositions,
- (b) Requests or pressure for sexual favors,
- (c) Comments about an individual's body, sexual activity, or sexual attractiveness,
- (d) Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- (e) Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- (f) Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- (g) Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. **Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). 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 may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- (a) Providing the parties with the opportunity to present witnesses and provide evidence.
- (b) An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- (c) For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- (d) A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- (a) A summary of the facts,
- (b) An analysis of the appropriate legal standards applied to the specific facts,
- (c) Findings regarding whether discrimination occurred, and
- (d) If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition, the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- (a) Providing an escort to ensure the complainant can move safely between classes and activities.
- (b) Ensuring the complainant and alleged harasser do not attend the same classes.

- (c) Moving the alleged harasser to another school or work area within the District.
- (d) Providing counseling services or reimbursement, if appropriate.
- (e) Providing medical services or reimbursement, if appropriate.
- (f) Providing academic support services, such as tutoring.
- (g) Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- (a) Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- (b) Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- (c) Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- (d) Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- (e) Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - 1) Know the school's prohibition against discrimination, harassment, and retaliation.
 - 2) Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - 3) Understand how and to whom to report any incidents of discrimination.
 - 4) Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - 5) Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- (f) Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.
- (g) Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals,

aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- (a) The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- (b) The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- (c) Identification of the District's designated compliance coordinators and their job responsibilities.
- (d) Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- (e) Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- (f) Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- (g) A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- (a) Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- (b) Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- (c) Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- (d) Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- (e) Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- (f) Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- (g) Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- (h) Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- (i) Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- (j) Recommending changes to this policy and grievance procedure.
- (k) Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on

compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

NATIONAL SCHOOL LUNCH PROGRAM NONDISCRIMINATION STATEMENT

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

PERSONAL AND PROFESSIONAL CONDUCT

ETHICS STANDARDS

The Gretna Public School District expects all employees to adhere to ethics standards established by the Nebraska Department of Education for certificated employees.

Standards of Ethical and Professional Performance – Certificated Staff

Both the State of Nebraska and the Board of Education recognize that teaching and its related services, including administrative and supervisory services, are a profession with all of the rights, responsibilities, and privileges accorded other recognized professions. The Board recognizes and endorses the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education and expects all certificated employees to abide by these standards.

Certificated Personnel-Professional Performance and Code of Ethics

It is the expectation of this District that all certificated staff shall comply with the ethics standards set forth by the Nebraska Department of Education, as such standards may be modified from time to time. The ethics standards which certificated staff shall follow shall include the standards set forth in this policy. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for all educators with respect to ethical and professional conduct.

Principle I – Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.

7. Shall not have had revoked for cause in Nebraska or another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which an educator's certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Superintendent any known violation of these standards.
10. Shall seek no reprisal against any individual who has reported a violation of these standards.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.
8. Shall not engage in physical or sexual abuse of students, including engaging in inappropriate sexual behaviors with students.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

1. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
2. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V – Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the Board of Education.
5. Shall not assign to unqualified personnel tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

COMPETENT PERFORMANCE

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;

2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations: Employees shall adhere fully to the terms of a contract or appointment.

Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Professional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

1. Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
2. Engaging in social-networking friendships with a student on Twitter, Facebook, Snapchat, or other social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
3. Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
4. Making any sexual advance – verbal, written, or physical – towards a student.
5. Showing sexually inappropriate materials or objects to a student.
6. Discussing with a student sexual topics that are not related to a specific curriculum.
7. Telling sexual jokes to a student.
8. Invading a student's physical privacy (e.g., walking in on the student in a restroom).
9. Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
10. Being overly "touchy" with a specific student.
11. Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
12. Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
13. Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
14. Taking a student on an outing without obtaining prior permission from the student's parent or school administrator.
15. Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
16. Going to the student's home when the student's parent or a proper chaperone is not present.
17. Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District.

RELATIONSHIPS

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

CIVILITY

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

NOTIFICATION OF ARREST, CRIMINAL CHARGES, AND CERTIFICATE, LICENSE, OR CHILD ABUSE COMPLAINTS of Arrest, Criminal

Employees must notify the Superintendent by the next working day after:

1. **Arrest or Criminal Charges.** The employee is arrested, ticketed, or issued a criminal charge where:
 - (a) The maximum penalty for the crime equals or exceeds six months incarceration;
 - (b) The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
 - (c) Conviction would impact performance of employee's job responsibilities, including offenses that:
 - (1) Would impact the responsibility to be a role model for students;
 - (2) Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives our students, including on extracurricular activities; or
 - (3) Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
2. The arrest or the alleged criminal activity occurred while the employee was on duty, on school property or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.
3. Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense was not otherwise reportable.
4. **Certificate or License.** The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
5. **Child Abuse.** The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

DRUG AND SUBSTANCE USE AND ABUSE

It is the policy of the Gretna Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.

4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.

Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.

Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

EVALUATIONS

Evaluation of Teachers

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

1. **Communication of Evaluation Process.**

Annual written communication of the evaluation process to those being evaluated shall be made by distributing a copy of the evaluation instrument to the certificated staff at the beginning of each school year.

2. **Duration and frequency of observations and written evaluations**

The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:

3. **Probationary Teachers.**

- (a) Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.
- (b) Probationary teachers shall be formally observed and evaluated at least once each semester.
- (c) The responsible evaluator is expected to complete the second semester evaluations of probationary teachers prior to April 15 of each year.

4. **Permanent Teachers.**

- (a) Formal observations and evaluations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.
- (b) Permanent teachers are to be formally observed and evaluated at least once each school year.

5. **Teachers' Responsibility.**

Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations. In the event the responsible evaluator has not initiated the evaluation process nearing the time within which an evaluation is required to be completed, the teacher has the responsibility to notify the responsible evaluator such that the evaluation can be completed when due.

6. **Failure to Complete Evaluations.**

For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.

7. **Informal Observations and Evaluations.**

Informal observations and evaluations may be conducted as the administration determines to be appropriate.

8. **Additional Observations and Evaluations.**

The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

9. **Evaluation Criteria**

Teachers shall be evaluated based upon the following district-defined evaluation criteria:

- (a) Instruction, which includes:
 - Instructional Process
 - Instructional Climate, which includes Classroom Organization and Management
- (b) Professionalism, which includes:
 - Professional Conduct
 - Personal Conduct
- (c) Improvement, which includes:
 - Teaching Improvement
 - School Improvement

The descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas.

In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.

10. Communication of Deficiencies

The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement. As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

11. Teacher Responses to Evaluations

Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.

12. Plan for Training Evaluators

All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

EMPLOYEE COMPLAINTS OR CONCERNS

Employees are to inform their supervisor or the Superintendent of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

ATTIRE

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual employees should that be necessary.

OUTSIDE EMPLOYMENT

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Employees are not required to notify the District of outside employment except: (1) employees who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) employees who have a work-related injury in order to comply with workers' compensation requirements.

**Complaint Form
Discrimination, Harassment or Retaliation**

The Gretna Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The coordinator may be contacted if you have questions about filling out this complaint form:

Dr. Kevin Riley, Superintendent, 11717 South 216th Street, Gretna, NE 68028, (402) 332-3265, kriley@gpsne.org

Name: _____

Date: _____

(1) Description of the complaint:

_____.

(2) Names of any witnesses to the matter being complained about:

_____.

(3) Identify and attach any document supporting the complaint:

_____.

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation

occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____

Signature: _____

Date: _____

