

Mary Lynch Elementary School

Parent-Student Handbook

2026-2027

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Foreword

Intent of Handbook

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

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

Members of the Board of Education:

Name	Contact Information
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Administrative Staff:

Name	Position	Email	Telephone
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Deb Bourlier	Administrative Assistant	dboulier@kpslonghorns.org	308-235-4696
Carmela Graves	Business Manager	cgraves@kpslonghorns.org	308-235-2188

Teaching Staff

Name	**Grade**	Email
Sarah Lewis	Guidance Counselor	slewis@kpslonghorns.org
Lauren Wilson	Behavior Support Specialist Behavioral Health Point of Contact	lwilison@kpslonghorns.org
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Mark Head	Second Grade	mhead@kpslonghorns.org
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Jolie Dorrell	4th-6th Reading	jdorrell@kpslonghorns.org
Krissy Segreaves	4th-6th Reading	kseagreaves@kpslonghorns.org
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Kevin Kilgore	4th-6th Science	kkilgore@kpslonghorns.org
Samantha Walter	Special Education	swalter@kpslonghorns.org
Heidi Chesley	Special Education/Assessment Coordinator/Spec. Ed Coordinator	hchesley@kpslonghorns.org
Judy Walker	Title 1	jwalker@kpslonghorns.org
Beth Brown	Speech Pathologist	bbrown@kpslonghorns.org
Melissa Reich	School Nurse	mreich@kpslonghorns.org
Griffin Schleimer	Music/Band	gschleimer@kpslonghorns.org
Jacob Hoffman	Music	jhoffman@kpslonghorns.org
Dane Wurdeman	Physical Education	dwurdeman@kpslonghorns.org
Jamie Murdoch	Library/Media Specialist	jmurdoch@kpslonghorns.org

Support Staff

Name	Position
Connor Cluff	Custodian
Steven Bogar	Paraprofessional
Nikki Hottell	Paraprofessional
Julia McGinnis	Paraprofessional
Trista Wurdeman	PreK Paraprofessional
Ashlynn White	Paraprofessional
Jodell Schulte	Paraprofessional
Carlee Murdoch	Paraprofessional
Marci Munieo	Paraprofessional
Shawna Bojorquez	Cook
Marcie Pratt	ELITE Director
Lorri Norberg	Bus Route Driver
Darrell Howitt	Bus Route Driver
Brittany Cook	Bus Route Driver

A Message from the Principal

Dear Parents and Students,

Welcome to the 2026–2027 school year at Mary Lynch Elementary! I am excited to begin another year of learning, growth, and celebration alongside our incredible students, families, and staff.

At Mary Lynch, we continue to focus on building a school environment where students feel safe, supported, challenged, and valued. Our staff remains committed to helping every student grow academically, socially, emotionally, and behaviorally while maintaining high expectations and strong relationships.

This year, we will continue strengthening our focus on Longhorn PRIDE — Perseverance, Respect, Integrity, Discipline, and Empathy. These values guide the way we learn, solve problems, build relationships, and support one another throughout the school day. We are proud of the growth we have seen in our students as we continue building a positive school culture centered around accountability, responsibility, and kindness.

We also remain committed to providing families with clear communication and increased transparency regarding curriculum, assessment practices, behavior expectations, and student supports. Strong partnerships between school and home are one of the most important pieces of student success, and we truly value the trust and support of our families.

Our staff continues to work hard to provide high-quality instruction and meaningful supports for all learners through our MTSS framework, intervention systems, restorative practices, and schoolwide behavior supports. We are proud of the work happening inside our classrooms every day and are excited to continue building on that success this year.

As always, my door is open. Please do not hesitate to reach out with questions, concerns, or ideas throughout the year. Thank you for allowing us to be part of your child's educational journey. We are looking forward to another great year at Mary Lynch Elementary!

Sincerely,

Amanda Culek

Mary Lynch Elementary School
Elementary Principal/SPED Director

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Mission, Vision and Goals

🎯 School Mission and Vision Statements

Welcome to Kimball Public Schools!
The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

The mission of Kimball Public Schools is to educate every student for a lifetime of success.

Our school system's vision is to embrace a vision of excellence. Our school is committed to providing quality education that unlocks the vast potential within each student.

At Kimball Public Schools, we believe:

- Seek out and use evidence-based practices that support student learning.
- Embrace a collaborative culture in which educators take collective responsibility to help all students learn at high levels.
- Enhance the collaborative team as the fundamental structure to improve instructional practices.
- Provide a guaranteed curriculum that meets or exceeds the state standards.
- Provide daily classroom formative assessment of student achievement to monitor progress.
- Ensure high expectations to inspire high levels of student learning.
- Support continuous learning and ongoing professional development for our educators.
- Enable all students to be prepared for post-secondary education and careers, and to become lifelong learners.
- Promote strong partnerships with parents and provide parents with the information to support their children's learning.

🥅 Goals and Objectives

The goals and objectives of Mary Lynch Elementary School are to provide:

1. A curriculum broad enough, yet with sufficient depth, to allow education for all of the students;
2. Exploration of new and better means of education;
3. Effectiveness in all phases of the curriculum;
4. Ways and means to encourage professionalism among its staff members;
5. A total program, academic and extracurricular activities, which will contribute to the life-long cultural, social, and leadership qualities of the student;
6. The means whereby the community can make use of its facilities;
7. A means to communicate with the public so as a better understanding of the schools and its needs exist;
8. Staff necessary to fulfill the above objectives; and,
9. Facilities are necessary for the above objectives.

🤝 Mutual Respect

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

School Day

🕑 Daily Schedule

Mary Lynch Elementary will operate on a **4-day school week** for the 2026-27 school year with mostly Fridays off throughout the year. There are several Fridays that school will be in session as a result of the district having a day off earlier in the week (i.e. Labor Day, hosting conference events, etc.).

During the school year, students will be in class from **8:00 AM - 3:40 PM**.

Kimball Public Schools will operate our Food Services program at Mary Lynch Elementary on Fridays during the school year when students have the day off (excluding Thanksgiving and Christmas break). The Friday program will look similar to our summer food services program at Mary Lynch as we will serve breakfast and lunch.

Students should refrain from entering the building until 7:30 AM unless they are participating in the breakfast program, in which case they may enter at 7:20 AM. **Supervision on the school grounds will begin at 7:30 AM**. However, in cases of adverse weather conditions, students will be allowed to enter the building at 7:30 AM. Please note that any students on the school grounds before supervision begins are not the responsibility of the district or its employees. Once students enter at 7:30 AM, they will be directed to the playground until the tardy bell rings.

🚪 Open/Closed Campus

All students are required to remain on campus during the school day, except when Kimball Public Schools receive written parent permission for their son/daughter to leave campus during lunch.

🧸 Preschool Program

The preschool program at Kimball Public School is designed to create a nurturing and enriching environment where young learners can thrive. We prioritize the comprehensive development of each child, fostering positive self-concepts and encouraging curiosity, critical thinking, and exploration every day.

Preschool Enrollment Eligibility and Priority:

- Those students who are required by law to participate or be given a preference in the preschool program;
- Resident students who are or will turn four years by July 31st before the start of the school year;
- Resident students with special needs who require additional support services or are considered part of a vulnerable population. A vulnerable population is defined as low-income or English Language Learners.
- Resident students who are eligible to enroll in kindergarten

Enrollment Process

Enrollment for the preschool program will be conducted on an annual basis. Parents or legal guardians must complete and submit a preschool enrollment application form by the specified deadline. Applications will be reviewed, and enrollment decisions will be based on available space, eligibility criteria, and other factors deemed appropriate by District staff. Parents will be notified of their child's enrollment status within a reasonable timeframe after the application deadline.

Waitlist
If the number of applicants exceeds the preschool program's capacity, a waitlist may be established. Priority on the waitlist may be given to eligible children based on the priorities listed in School Board Policy 503.07. Parents will be notified if their child is placed on the waitlist and will receive updates regarding their status if openings become available.

Compliance with State Standards
Our preschool curriculum is closely aligned with the K-12 curriculum and based on the Nebraska State Standards. We adhere to the regulations outlined in the Nebraska Department of Education Rule 11 to ensure that our program meets state standards for early childhood education.

Teaching Strategies GOLD Assessment
To monitor each child's progress and development, we use Teaching Strategies GOLD assessment tools. These assessments help us tailor our teaching approaches to meet the individual needs of each student, ensuring a personalized learning experience.

Preschool Schedule
Our preschool operates on a **4-day school week schedule**, mirroring the schedule of Mary Lynch Elementary School. We offer two class sessions to accommodate different family schedules:

- Morning Session: 7:45 a.m. to 11:00 a.m.
- Afternoon Session: 12:15 p.m. to 3:30 p.m.

Home Visits
As part of our commitment to building strong partnerships between home and school, home visits are conducted as a requirement of Rule 11. Each student will have two home visits per school year. These visits provide opportunities for teachers to connect with families, share insights about their child's progress, and collaborate on strategies to support learning and development. Preschool teachers will schedule these visits with families at the beginning of each semester.

The Superintendent or designee has the authority to interpret capacity and enrollment decisions, and these decisions are final with no appeal process to the Board of Education.

We are dedicated to providing a positive and inclusive learning environment for all our preschool students. If you have any questions regarding our enrollment age requirements, curriculum, assessment practices, or any other aspect of our preschool program, please don't hesitate to contact the school office for further assistance.

Information in this handbook is aligned with Kimball Public Schools School Board Policy 503.07.

After-School Program - ELITE – Empowering Longhorns Inspires Tomorrow's Excellence

The ELITE program will be available on school grounds from the **end of the regular school day until 6:00 PM** on regular school days. Additionally, on Fridays (excluding Thanksgiving and Christmas break), ELITE will operate from 8:00 AM to 12:00 PM.

ELITE aims to provide students with educational enrichment opportunities and assistance with their daily homework tasks. As part of our service, we will offer a complimentary nutritious snack.

Please note that ELITE operates independently with its own handbook. To participate in the program, students must complete the registration process and agree to adhere to the program guidelines.

For further information or inquiries, please reach out to our program director, Marcie Pratt, at mpratt@kpslonghorns.org.

📢 Communication

Teacher Response Times and Communication

At Kimball Public Schools Elementary, we value open communication between teachers, students, and families. Effective communication is crucial for the success of our students, and we employ various channels to keep everyone informed.

Teacher Contract Hours

Teachers at Kimball Public Schools work from 7:30 AM to 4:30 PM. During these hours, they are fully engaged in the educational process and committed to the academic and personal growth of their students.

Communication Platforms

We utilize the Kimball Public Schools Apptegy App, specifically the Apptegy Rooms feature, for all school-related communication. Apptegy Rooms is a comprehensive two-way communication and messaging tool integrated directly with our school's app. This tool streamlines communication between teachers, students, and parents, bringing all conversations into one accessible place.

Response Times

While we understand the importance of timely communication, teachers' schedules are demanding. Therefore, we ask for your understanding regarding response times. Teachers will make every effort to respond to messages within a 24-hour period during contracted school days and hours.

Additional Communication Channels

In addition to Apptegy Rooms, we employ various communication methods to keep you informed:

- District Calendars
- School Website - www.kpslonghorns.org
- Kimball Public Schools - App
- School Facebook Page
- Email (Mass Emails and Personal Emails)
- Call Alerts
- Periodic Letters (sent home with students in Longhorn Mail)
- Phone Calls
- Optional parent notifications regarding student library book checkouts

Two-Way Communication

Communication is a two-way street, requiring involvement from both parents and the school. We encourage active participation from parents in this process to ensure the success of our students. It's essential to maintain updated contact information, including a working phone number, for emergency purposes. Please refrain from blocking the school's number to ensure seamless communication.

Hearing Both Sides of the Story

In situations where you hear one side of a story regarding events at school, it's important to gather all perspectives. We encourage parents and guardians to hear both their child's account and the school's version of events. Our staff are committed to ongoing communication and providing a complete picture of any situation. Good communication fosters understanding and supports the success of our students.

🌧️ Severe Weather and School Cancellations

School Closure Decisions
In accordance with Board Policy 1001.13, the Superintendent is authorized to close schools due to severe weather or other emergencies. Notifications will be disseminated via Thrill Share (school app), local media outlets, and broadcast stations in Sidney and Scottsbluff.

Timing of Closures
Decisions regarding school closures for the following day will be made by 9:00 p.m. when possible. If conditions remain uncertain, updates will be provided early the next morning, ideally by 6:00 a.m. In some instances, schools may remain open while certain services—such as bus routes,or extracurricular activities—are canceled.

Midday Closures
Should it become necessary to close schools after the day has commenced, families will be notified promptly through established communication channels. Parents are encouraged to have contingency plans in place for early dismissals prompted by weather conditions.

Parental Discretion
Parents may choose to keep their children home during inclement weather. Such absences will be excused provided the school is properly notified. Students may be picked up early if necessary; however, telephone requests for dismissal will not be honored.

Tornado Warnings and Safety
In the event of a tornado warning, students will not be released from school premises. Regularly practiced safety procedures are in place to ensure student and staff well-being. Parents are advised against coming to the school or calling during severe weather events, as timely updates will be provided through official channels.

Emergency Procedures
Kimball Public Schools adheres to established protocols for evacuations, severe weather responses, and critical incidents, as outlined in Board Policy 1001.14. Regular safety drills are conducted throughout the school year. If an active weather warning is in effect at dismissal time, buses will not operate, and students will remain sheltered until the warning is lifted.

Use of Building and Grounds

🚶 Entering and Leaving the Building

Beginning of School: Students should not be on school grounds prior to 7:30 a.m. During fair weather conditions, students can enter the building at 7:40 a.m. During bad weather, the entrance will be open by 7:30 a.m. for students to enter the building. Students are to stay in their designated grade level area and are not to go to any other part of the building without permission.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day, students are to report to the school office.

End of School: Our regular school day ends at 3:40 p.m. Make-up work, special help, and assignment after school, club meetings, and other school activities begin at 3:40 p.m. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible.

After School Program: Our 21st Century After School Program (ELITE) will provide students additional educational support outside the regular school day through engagement in student-centered opportunities aligned to school-day learning objectives.

Pick Up and Drop Off of Students at Mary Lynch

Our purpose is to provide an environment that is safe for all students arriving and leaving school. All students traveling by bus will load and unload on the south side of the Mary Lynch Modular. This area is paved and designated by signs.

All students traveling by car will load and unload on 6th Street and in the driveway. The areas will be designated by signs as well as adults at each crosswalk. We discourage you from dropping off your child at any other location around Mary Lynch.

All students walking to and from school will be encouraged to use the crosswalks on 6th Street.

🧾 Visitors

All visitors must report to the front office immediately upon entering Mary Lynch Elementary. For safety purposes, visitors will be asked to present a valid driver's license or government-issued ID. This will be scanned into our RAPTOR security system, and a visitor badge will be issued. The badge must be worn visibly at all times while on school grounds.

Parents are welcome at any time; however, prior arrangements must be made with the principal if planning to visit a classroom or staff member. To minimize disruptions to the learning environment, visits should be brief—ideally no more than 30 minutes. These visits are not intended for parent-teacher conferences. Conferences should be scheduled outside of instructional time, either before or after school or during the teacher's designated conference period.

All visitors are required to sign in and out at the office each time they enter or exit the building through the front entrance. For security and continuity of instruction, visitations during the first and last weeks of school require administrative approval or extraordinary circumstances such as family emergencies or transitions for new students.

🚭 Smoke-Free Environment

Kimball Public Schools declares all of our school's buildings to be smoke-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please remember that our buildings are smoke and tobacco-free and abide by our District's policy.

☎️ Use of Telephone

USE OF THE OFFICE PHONE WILL ONLY BE ALLOWED IN AN EMERGENCY OR WHEN A STUDENT IS ILL. There is a public courtesy phone available for student use at Mary Lynch Elementary. The courtesy phone is NOT to be used during class time. The use of the phone is not an excuse to be tardy to class.

🚲 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

💼 Student Valuables

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

🧤 Lost and Found

Our lost and found, located in the vestibule at the front of the school, serves as a collection point for all misplaced items. Any materials left in the lost and found at the end of the school year will be donated. Students who find lost articles are encouraged to take them to the lost and found closet, where owners can claim them. If articles are lost on school premises, please promptly report the loss to office personnel.

⚠️ Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

🛡️ Insurance

Under Nebraska law, the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students in classes with a risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent, or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

📣 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Attendance

Consistent, on-time attendance is one of the most important factors in a student's academic success. Nebraska law and district policy require that all students between the ages of 6 and 16 attend school regularly unless excused for a valid reason. Attendance matters—not just for grades, but for building responsibility, forming relationships, and staying engaged in learning. We appreciate families working with us to build strong attendance habits from the start. Parents are encouraged to monitor attendance trends in the parent portal on Infinite Campus.

🗓️ Types of Absences

To ensure clarity and fairness, all absences are classified into one of two categories:

Excused Absences

These are absences that meet specific criteria and have been properly communicated to the school. The following are common examples:

- **Medical (ME):** Absence verified by a doctor's note.
- **Court Ordered (CO):** Documentation provided for a court appearance.
- **Death in Immediate Family (DF):** For the loss of an immediate family member.
- **School Business (SB):** Absences for approved school-sponsored activities.
- **Virtual/Quarantine (VIR):** Required isolation due to illness or exposure.
- **Advance Parental Notice (AP):** Parent/guardian provides one-week advance notice and the student maintains an A or B average in all classes.

If a doctor's note is not available for an illness, parents may request a **"Request for Excused Absence" form** from the office to explain the situation. This form must be completed within a week of the absence for administrative review. A student may receive a maximum of **three (3) excused absence days per semester** through the use of these forms. Once the three-day limit has been reached, any additional illness-related absences without medical documentation will be recorded as unexcused.

> *Please note: Not all absences that are excused by parents will be excused by the school unless appropriate documentation or pre-approval is provided.*

Unexcused Absences

These are absences that do not meet the criteria for excused absences or where no documentation is provided. Examples include:

- **No Call (NC):** No parent/guardian contact was made with the school.
- **Parent Call Only (UA):** The school was notified, but no documentation was provided.
- **Truancy:** Student leaves without permission or skips class.

Unexcused absences are tracked closely and may result in disciplinary action, loss of credit, or legal consequences if they become excessive.

📋 Absence Procedures

Clear communication helps us support students and protect instructional time. Here's what to do if your child is absent:

- Call the school office by **9:00 a.m.** to report the absence.
- If absent for illness and no doctor's note is available, request a **Request for Excused Absence** form.
- Students must check in at the office when returning from any absence.
- **Make-up work:** Students have up to five school days to complete assignments after an excused absence. Teachers may adjust this timeline if multiple days are missed.
- For **unexcused absences**, the teacher and principal will determine if and how missed work may be completed.

📈 Excessive Absences & Truancy

We want to work with families early to prevent chronic attendance issues. The following steps will be taken when absences begin to accumulate:

- **5 Unexcused Absences:** First letter sent home from the principal.
- **10 Unexcused Absences:** Second letter sent and a meeting is scheduled to create a collaborative attendance plan.
- **15 Total Absences (excused or unexcused):** Plan is revisited with school staff, Truancy Diversion Coordinator, and family.
- **20 Unexcused Absences:** County Attorney may be notified, and legal action may follow.
- **21+ Absences:** Meeting held to discuss the student's academic path moving forward.

Attendance plans may include counseling referrals, behavior or academic support, and connections to community resources. We believe in problem-solving together to support every student's needs.

⏰ Tardiness

Students must be in their classrooms, ready to learn, by **8:00 a.m.**

- **5 unexcused tardies in a quarter = ½ day of absence**
  Please make every effort to get students to school on time to help them start the day successfully.

🚗 Leaving School During the Day

If a student needs to leave school during the day:

- A parent or guardian must call or send a note in advance.
- The student must check out in the office before leaving.
- Upon return, students must check back in at the office.

Leaving without permission is considered **truancy** and will be handled as a disciplinary issue.

🎽 Participation in Activities

To participate in after-school sports, events, or field trips, a student must be in attendance for **at least half of the school day**.

- If your child has an emergency or a special circumstance, contact the principal in advance. Exceptions may be granted on a case-by-case basis.

For More Information

Kimball Public Schools' complete attendance policies (Board Policies 503.01–503.06) are available for review at the school office or may be viewed on the district website at www.kpslonghorns.org. Printed copies are available upon request.

Health Services

Kimball Public Schools is committed to protecting the health and safety of all students. Our district follows Nebraska state law and Board Policies to ensure that students receive appropriate medical attention, preventative care, and support for wellness and chronic conditions.

You can access full board policies online at:

🔗 www.kpslonghorns.org > **Board of Education > Policies > Section 500 – Student Health**

🤒 Student Illness and Injury

If a student becomes ill or injured at school:

- Basic first aid will be provided by trained staff
- Parents/guardians will be contacted as soon as possible
- The student will remain supervised until released to a parent or emergency contact
- Emergency services will be contacted when necessary

Each year, parents are required to complete a **Medical Emergency Authorization Form** with updated contact information and instructions for emergencies.

Policy Reference: 505.01

⛔ When Students Must Stay Home

Students must stay home (and may be sent home from school) for the following:

- Fever over 100.4°F
- Vomiting or diarrhea
- Unexplained rashes
- Live head lice
- Other health conditions that prevent learning or pose a risk to others

Students with a fever must remain home for **at least 24 hours fever-free without medication**.

Policy References: 505.01, 505.04

💊 Medication at School

To administer any medication at school, the following are required:

- A **signed parent/guardian consent form**
- A **licensed healthcare provider's written order** for all prescription and regularly administered non-prescription medications
- The medication must be provided in its **original, properly labeled container**

School personnel may refuse to administer medication that is outside standard medical guidelines or given off-label. Students are not permitted to give medication to others.

Policy Reference: 505.02

👁️‍🗨️ Health Screenings

State-mandated health screenings are provided to students in:

- Grades Pre-K through 4, 7, and 10
- Other students referred by teachers, parents, or the Student Assistance Team

Screenings include vision, hearing, dental checks, height/weight, and BMI. Parents who opt out must provide equivalent documentation from a healthcare provider by **December 1**.

Policy Reference: 505.03

🩺 Physical Examinations

A physical exam by a licensed provider is required for:

- Entry into Kindergarten or Early Childhood
- Entry into 7th grade
- Students transferring from out-of-state

A signed **waiver of refusal** is required if parents choose not to complete the exam.
Policy Reference: 505.03

💉 Immunization Requirements

Proof of required immunizations must be submitted at enrollment. Requirements include:

- DTaP, Polio, MMR, Varicella, Hepatitis B, and others per age/grade

Students may not attend school without proper immunizations unless they have a valid:

- **Medical waiver**
- **Religious waiver**

Students with waivers may be excluded during disease outbreaks.
Policy Reference: 505.03

🧾 Certified Birth Certificate

State law requires a **certified copy of a birth certificate** when enrolling a student for the first time. Hospital keepsakes are not accepted. If unavailable, alternate documents (passport, immigration papers, or translated certificates) may be used with a signed affidavit.

🪮 Head Lice Management

- Students with **live lice** will be sent home.
- After **two cases in one semester**, students must be lice- and nit-free before returning.
- Students must be checked by the school health office before returning to class.
- Classroom or school-wide checks may be conducted if multiple cases are found.

Treatment information is provided by the nurse, and families are encouraged to report known cases.
Policy Reference: 505.04

⚡ Seizure Action Plans

If a student has a seizure disorder:

- A **seizure action plan** will be created with input from the family and physician
- The plan will include specific medication and emergency response steps
- Designated staff will be trained to administer seizure rescue medications

Students may carry their own seizure medications if allowed by the plan.
Policy Reference: 505.16

🧠 Concussion Protocol

Students suspected of a concussion during a school activity must be:

- **Removed from play immediately**
- Evaluated by a licensed healthcare provider
- Cleared in writing before returning to physical activity

A **Return-to-Learn** plan will be implemented to support academic recovery as needed.
Policy Reference: 505.08

🌰 Allergy and Anaphylaxis Plans

Parents must notify the school nurse of allergies. Health care teams will:

- Create an Individualized Health Plan
- Establish restrictions (e.g., no allergens in classroom, lunchroom)
- Train staff to recognize symptoms and use emergency medications like epinephrine

Students and peers are expected to follow all allergy protocols.
Policy Reference: 505.09

💚 Suicide Awareness and Mental Health

Staff receive **at least one hour** of suicide awareness and prevention training annually. Students and families are supported through:

- Access to school counseling and mental health referrals
- Monitoring for signs of emotional distress
- A safe and responsive school environment

Policy Reference: 505.10

🧸 Child Abuse Reporting

All school staff, including coaches and volunteers, are required by law to report suspected child abuse or neglect to law enforcement or child protective services within **24 hours**.
Policy Reference: 505.13

🥗 Student Wellness

Kimball Public Schools supports student wellness through:

- **Healthy meals and Smart Snack standards**
- **Nutrition education and promotion**
- **Physical activity during and beyond the school day**
- **Support for emotional and social well-being**

The **District Wellness Committee** includes parents, staff, students, and community members. Wellness plans and assessments are posted online and updated every three years.
Policy References: 505.06, 505.07

Breakfast and Lunch Programs

Kimball Public Schools participates in the **National School Lunch and School Breakfast Programs**. Nutritious, well-balanced meals are served daily at both Mary Lynch Elementary and the Junior/Senior High School.

Meal Prices and Program Oversight

Meal prices are reviewed and set by the Board of Education each year. The program aims to be self-sustaining and is managed by a Food Service Director, who works closely with the Superintendent and school principals to ensure meals meet federal and state guidelines.

Free and Reduced-Price Meals

Families may apply for **free or reduced-price meals** at any time during the school year. Applications are available from the Superintendent's office and are valid for the entire year once submitted after **July 1**.
If your family's financial situation changes, you may apply or reapply at any time.

Meal Accounts and Payments

- Families are encouraged to **pre-pay** for meals; funds carry over monthly and year to year.
- Multiple ways to check balances are available (not just online).
- At least one payment option is available **without a fee**.
- Refunds are available upon request if your student leaves the district or has an unused balance.

Negative Balances and Collection

If a student's account becomes overdrawn:

- The school will notify families by email, phone call, letter, or through account access.
- Students may still receive meals temporarily, but **no extras** (like seconds or à la carte items) will be allowed once the balance falls below a certain level.
- If charges remain unpaid, the district may pursue collections or small claims court, in accordance with state and federal laws.

Student Privacy

- Meal eligibility information is kept confidential.
- Students approved for free or reduced meals will **not be identified** in any way.
- The district does **not** use color-coded meal cards or tokens.

Annual Notification

This policy is shared with families at the start of each school year and with any new families who enroll mid-year. Staff involved in enforcing meal procedures also receive annual training and communication.

More Information

If you have questions about meal accounts or the food service program, please contact:
Danessa Terrill
Food Service Director
📞 (308) 235-4786
✉️ dterrill@kpslonghorns.org

Policy Access

These policies are based on Kimball Public Schools **Board Policies 801.01, 801.02, and 801.04**.
You can view the full text of these policies by visiting the district website at:
👉 www.kpslonghorns.org > **Board of Education** > **Board Policies**

Scholastic Achievement

📚 Curriculum Transparency and Assessment Practices (Policy 603.07)

At Mary Lynch Elementary, we believe that strong communication between school and home is essential to student success. We are committed to providing transparency around what your child is learning and how instruction aligns with Nebraska State Standards.

To support this, we are currently developing an online platform that will give families direct access to our comprehensive K–6 curriculum across all subject areas. While the site is still under construction, we want families to know that this project is a priority.

Aligned with this commitment, Kimball Public Schools follows Board Policy 603.07, which outlines clear expectations for assessment and instructional alignment. Teachers are required to articulate learning targets based on Nebraska State Standards, provide instruction prior to assessment, and uphold assessment integrity. Assessment data is used to monitor student learning, guide instruction, and support school improvement planning.

Educators are expected to:

- Maintain secure, valid assessment practices.
- Avoid "teaching to the test" and instead deliver rich, standard-aligned instruction.
- Create a positive, distraction-free testing environment.
- Communicate clearly with students and families about testing purposes and schedules.

To review the full Board Policy 603.07: Visit www.kpslonghorns.org

A printed copy is also available upon request at the school office. We appreciate your partnership in supporting your child's education and keeping curriculum and assessment practices transparent and aligned to student success.

📚 School Library Materials and Parent Access

Kimball Public Schools is committed to maintaining transparency regarding materials available in the school library and supporting family involvement in student reading choices.

In accordance with **Board Policy 603.19**, parents, guardians, and educational decisionmakers may access information regarding books available in the Mary Lynch Elementary library/media center.

The district maintains a catalog of books available in the school library. Families may review this information through the process or platform designated by the district.

Parents, guardians, and educational decisionmakers may also request to receive notifications when their student checks out a library book. Notifications may include:

- Title of the book
- Author
- Due date for return

Requests to receive library checkout notifications must be submitted through a written request or another process identified by the district.

For purposes of this policy, the school library refers to books maintained in the school library or media center for student circulation. Classroom libraries, instructional materials, digital resources, and outside library systems are not included under this policy.

For more information or to request access to library notifications, please contact the school office or library/media specialist.

📝 Grading System

Kimball Public Schools will use Standards-Based Grading for Kindergarten through 3rd grade. Instead of receiving an "A" in math for the quarter, the student will receive a 1, 2, 3, or 4 for each standard covered during that quarter.

What do the levels represent?

4.0 - Advanced: Demonstrates understanding of beyond grade-level standards consistently and independently.

3.0 - Proficient: Demonstrates understanding of grade level standards consistently and independently.

2.0 - Basic: Demonstrates partial understanding of grade level standards with or without support.

1.0 - Below Basic: Demonstrates minimal (or no) understanding and does not meet grade-level standards even with support.

Kimball Public Schools will use the letter grading system for the 4th grade through 6th grade as follows:

A	93 - 100	Excellent
B	85 - 92	Good
C	77 - 84	Satisfactory
D	70 - 76	Needs Improvement
F	0 - 69	Failing
INC		Incomplete Work

Each teacher should define for students the grading procedures to be used in their classes.

📊 Assessment Reporting

Student assessments are used to monitor academic progress and guide instruction. Families can access and review their child's assessment results through:

- Parent-teacher conferences
- Printed or electronic progress reports
- Individual reports sent home after state or district assessments

Parents or guardians who have questions about assessment results or how to support their child's learning are encouraged to contact the classroom teacher or building principal. Staff are available to help interpret results and explain how they inform instruction and support services.

🚀 Promotion and Retention

The professional staff at Kimball Public Schools will place students at the grade level and in the courses best suited to them academically.

Students will typically progress annually from grade to grade. A student may be retained at a grade level when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program. The building principal will make the final decision.

📈 Progress Reports

Parents of students in Kindergarten through third grade may receive various supplemental reports throughout the school year concerning student performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent at the discretion of the teacher.

Every student in fourth through sixth grades will receive school-wide progress reports halfway through each grading period. These reports are sent home to inform both students and their parents or guardians of the student's academic progress and identify any areas that require improvement.

📨 Report Cards

Report cards are issued at the end of each quarter, or nine-week sessions. Letter grades are used to designate a student's progress in 4th to 6th grade. Standards-Based grades will be given in Kindergarten 1st, 2nd and 3rd Grade. Incompletes shall be designated by an "INC". Students have two weeks after the end of the quarter to make up incomplete work. Failure to do so will cause the grade to change to a "U" (Failing). No incompletes will be given at the end of the fourth quarter, as all coursework must be completed by the end of the fourth quarter.

👨‍👩‍👧‍👦 Parent-Teacher Conferences

Parent-teacher conferences will be held this year during the 2nd and 4th Quarter. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with one or more teachers as needed.

🌟 Recognition

The following section of the handbook highlights the commendable efforts of our students and their well-deserved recognition. Our students are recognized in two categories: Academic Honors and Life Skills Honors. The academic Honors program aims to acknowledge the academic excellence of our students, and therefore, Honor Rolls will be determined at the end of each quarter - 1st, 2nd, 3rd, and 4th. The Life Skills program aims to acknowledge students who are excelling in the areas of respect, responsibility, citizenship, work ethic, and organization. Accordingly, students who meet the criteria will receive due recognition.

Schoolwide Awards

- **Life Skills Honor Roll:** Students earning only 3's and 4's on the Life Skills rubric for the grading period will be recognized on the Life Skills Honor Roll.
- **Perfect Attendance:** Students who attend every class during a grading period will receive a Perfect Attendance certificate.

Special Awards

- **PE Powerhouse Award** – Excellence in Physical Education
- **Music Marvel Award** – Outstanding performance and participation in Music
- **Technology Whiz Award** – Exceptional skills and engagement in Technology
- **Literary Enthusiast Award** – Passion and achievement in Language Arts
- **Artistry All-Star Award** – Creativity and talent in Art
- **Student of the Month (Grades K–3):** Nominated by classroom teachers and selected through a random name generator from among the nominees.
- **Student of the Month (Grades 4–6):** Nominated by classroom teachers and selected through a random name generator from among the nominees.

Pre-Kindergarten Awards

- **Awesome Alphabet Award**
- **Marvelous Math Award**

- **Terrific Writer Award**
- **Perseverance Award**
- **Responsible Helper Award**
- **Sunshine Award** – For positivity and kindness

Kindergarten – 6th Grade Academic Awards
Each classroom teacher will present Academic Excellence Awards in the following areas:

- **Reading**
- **Math**
- **Most Improved**

Teachers will consider classroom performance, grades, assessment data, and participation when selecting recipients. Award decisions are at the discretion of the teacher.

Grades 4–6 Honor Roll

- **"A" Honor Roll:** Students who receive all A's in every subject.
- **"A–B" Honor Roll:** Students who receive a combination of A's and B's in every subject.

Student Support Services

At Mary Lynch Elementary, we believe that all students can succeed when given the right support at the right time. We work together—educators, families, and specialists—to meet every child's academic, behavioral, and social-emotional needs.

🧩 Multi-Tiered System of Supports (MTSS)

Our MTSS framework ensures every student receives the instruction and interventions they need to thrive.

- **Tier 1:** High-quality classroom instruction and behavior expectations for all students.
- **Tier 2:** Small group interventions for students who need more support.
- **Tier 3:** Intensive, individualized interventions for students with significant needs.

We use tools such as DIBELS, NWEA/NSCAS, CORE Reading Measures, Spring Math, and eSpark to assess student progress in reading, math, and social-emotional development throughout the year. Data from assessments, attendance, behavior, and teacher observations help us determine what level of support each student needs.

Our **Intervention Referral Team** meets regularly to design and monitor interventions. Families are included in this process and are kept informed of plans and progress.

💡 High Ability Learners (HAL) Program

We're committed to meeting the needs of students who demonstrate exceptional abilities.

- Students in grades K–12 can be nominated for HAL based on MAP scores, teacher observations, or parent referrals.
- Those identified receive differentiated learning opportunities designed to challenge and extend their thinking.
- Talent in areas such as music, art, and performance may also qualify students for HAL services.

The HAL program helps ensure all learners are engaged and supported in reaching their full potential.

🎓 Guidance Services

Our school counselor is available to support students in several ways:

- Conflict resolution and peer relationships
- Social-emotional support and self-regulation strategies
- Assisting with the school's assessment program

Students may request to visit the counselor or may be referred by staff or parents. The counselor also works proactively in classrooms to support student wellbeing and growth.

🕊️ Restorative Practices

Our school uses restorative practices to build a strong community and address conflict in constructive, respectful ways.

- Restorative practices focus on repairing harm, restoring relationships, and helping students reflect on their actions.
- Strategies may include circles, peer mediation, conferences, and open dialogue between those involved.
- Participation is always voluntary, and all parties agree to speak honestly and listen respectfully.

These approaches are used alongside traditional discipline when appropriate and are typically arranged and facilitated by the school counselor or behavior support specialist.

🛠️ Behavior Support and Intervention

Our goal is to support student behavior in a way that helps students grow, reflect, repair harm, and successfully participate in the school environment.

Mary Lynch Elementary uses Responsibility-Centered Discipline, including the "Give 'Em Five" strategy, to coach students through behavioral concerns using respectful, relationship-based communication and problem-solving.

Behavioral expectations are taught, modeled, practiced, and reinforced throughout the school day. When students need additional support, interventions are designed to provide structure, reteaching, accountability, and skill development while maintaining positive relationships.

Supports and interventions may include:

- Check-In/Check-Out (CICO)
- Accountability projects and restorative practices
- Individual behavior plans
- Social skills or self-regulation groups
- Classroom accommodations and Tier 2 interventions
- Behavior Specialist support
- Restricted access or structured support plans
- MTSS behavior team collaboration

Staff, families, and students work together to develop individualized supports that help students meet expectations and consistently demonstrate Longhorn PRIDE.

🤝 Title I Parental and Family Engagement

As a Title I school, we deeply value our partnership with families.
We strive to:

- Welcome and include all parents—regardless of language, literacy level, or background
- Share timely information about curriculum, assessment, and school programs
- Provide opportunities for parents to be involved in planning, reviewing, and improving our Title I program
- Offer materials, training, and support to help parents support learning at home
- Hold an annual meeting to review the Title I program and School-Parent Compact

We believe that when schools and families work together, students achieve more.

🔄 Alternative Education Plans for Expelled Students

If a student is expelled, the school may offer an **alternative education program** or work with the family to develop a written **Educational Plan**. This plan may include:

- Guidelines for behavior
- Academic goals and credit recovery options
- Support from school staff or community agencies
- Monthly progress reviews

These supports ensure students remain connected to learning and have a pathway toward graduation, even during times of disciplinary action.

Want to Learn More?

For more information about any of these services, or to access the full Board Policies (602.02, 602.03), please contact the school office or visit the Kimball Public Schools website. Printed copies are available upon request.

Special Education Services

Mary Lynch Elementary is committed to providing a high-quality education for **all** students, including those with disabilities. We offer a full range of services to ensure students with identified needs receive the support required to succeed academically, socially, and emotionally.

What Is Special Education?

Special education includes individualized instruction, services, and supports designed to meet the unique needs of students with disabilities. These services are provided at **no cost to families** and may include:

- Modifications to curriculum or instructio
- Accommodations and assistive technology
- Related services such as speech, occupational therapy, or counseling
- Transportation (if included in the IEP)

Our goal is to help students reach their fullest potential in the **least restrictive environment**, meaning they are educated with their peers whenever possible.

How Are Students Identified?

Students may be referred for special education through:

- The **Intervention Referral Team** process (after targeted interventions have been tried)
- A parent request
- Preschool transition services or medical diagnoses

Following referral, a **comprehensive evaluation** is completed with parent consent. A **Multidisciplinary Team (MDT)** reviews the results to determine if the student qualifies for special education under Nebraska and federal guidelines.

Developing the IEP

If a student qualifies, an **Individualized Education Program (IEP)** is created by a team that includes:

- Parents or guardians
- A special education teacher
- A general education teacher
- A school representative
- Other specialists (e.g., speech pathologists, OT, counselors)
- The student (when appropriate)

The IEP outlines goals, services, accommodations, and how progress will be monitored. It is reviewed at least once a year, but parents may request a meeting at any time.

Placement & Services

Educational placement is based on each student's IEP and may include:

- Support in the general education classroom

- Small group instruction in a resource setting
- Related services such as speech or occupational therapy
- Specialized programs when needed

Students are placed in environments that allow for meaningful participation with their peers while still receiving the supports they need to succeed.

Parental Rights and Involvement

Parents are essential partners in the special education process. You have the right to:

- Be involved in all decisions regarding your child's services
- Review educational records
- Request independent educational evaluations
- Receive prior written notice before changes to your child's program
- Disagree and pursue dispute resolution or due process hearings

We encourage open communication and collaboration between families and staff to ensure the best outcomes for each student.

Preschool and Nonpublic School Students

We provide services to eligible preschool students and to students attending nonpublic schools within the district boundaries, following Nebraska Rule 51 guidelines.

Want to Learn More?

If you suspect your child may need additional supports or are interested in learning more about special education, please contact the school principal or special education director.

A copy of the **full district Special Education Policy (Board Policy 602.05)** and the Nebraska Department of Education **Rule 51** (procedures for special education) and **Rule 55** (dispute resolution) are available at the school office or on the district website. Printed copies can be provided upon request.

Student Conduct

Mary Lynch Elementary is proud to be a PBIS school focused on teaching and reinforcing positive behaviors that support student success. As we continue to grow, we are upgrading our expectations from our previous core values of **Respect, Responsibility, Effort, and Safety** to a new, expanded framework known as **Longhorn PRIDE**.

PRIDE stands for:

- **P – Perseverance**: Try, try, try... Never give up. Always do my best.
- **R – Respect**: Be kind to myself and others in all I think, do, and say.
- **I – Integrity**: Do the right thing even when no one is watching. Wrong is wrong even if others are doing it.
- **D – Discipline**: Think it through before I do. I am in control of myself and my behavior.
- **E – Empathy**: Understand and respect the feelings of others.

These expectations are taught across all school environments—including classrooms, hallways, the lunchroom, playground, and more—and reinforced through consistent language, modeling, and recognition by staff.

Longhorn PRIDE Expectations

Perseverance

- Always try your best, even when things are hard
- Keep going when faced with challenges
- Show a positive attitude and never give up

Respect

- Treat others the way you want to be treated
- Use kind words and actions
- Care for school property and shared spaces

Integrity

- Be honest and trustworthy
- Do what's right, even if no one is watching
- Own your actions and choices

Discipline

- Make safe, responsible decisions
- Stay focused and follow directions
- Control impulses and think before acting

Empathy

- Listen to others with understanding
- Show care and concern for classmates
- Include others and help when you can

Students are recognized throughout the school year for showing Longhorn PRIDE in both big and small ways. Our staff is committed to helping students grow not only academically, but also in character and citizenship.

We believe that by consistently practicing these values, we can create a safe, respectful, and supportive environment where every student can thrive.

Mary Lynch Discipline Plan

💡 Purpose and Philosophy

- Ensure student safety and create a structured, respectful learning environment.
- Promote positive behavior through clear expectations, proactive support, and accountability.
- Behavioral expectations are taught, modeled, and reinforced regularly.
- Discipline is viewed as an opportunity to teach expectations, repair harm, and support student growth.
- Consequences are applied fairly and flexibly to meet student needs while maintaining consistency.
- Discipline at Mary Lynch aligns with Kimball Public Schools Board Policies 504.01–504.21 and the Nebraska Student Discipline Act.

📈 Multi-Tiered System of Supports:

- Behavioral expectations are taught, modeled, and reinforced regularly.
- Positive, proactive classroom management is prioritized.
- Misbehavior is seen as an opportunity to reteach expectations and support student growth.
- Consequences are applied fairly and flexibly to meet student needs while maintaining consistency.

📊 Levels of Discipline

Mary Lynch Elementary utilizes a progressive discipline model designed to reteach expectations, build accountability, and provide increasing levels of support when behaviors continue. The purpose of this system is to maintain a safe and respectful learning environment while helping students learn from mistakes and repair harm.

Behavior incidents are categorized as either classroom-managed or office-managed depending on the severity, frequency, and impact of the behavior.

Classroom-Managed Behaviors

These behaviors are typically handled by the classroom teacher and may include:

- Classroom disruptions
- Inappropriate language
- Refusal to follow expectations
- Minor peer conflict
- Off-task or inappropriate classroom behavior

Progressive Classroom Discipline Process

Offense Level	Response/Intervention	Parent Communication
1st Offense Teacher Managed	• One-on-one teacher conference with the student • Reteaching expectations • Behavior documented in the district behavior tracking system	Parent notification by the teacher
2nd Offense Teacher Managed with Accountability	• Teacher-selected accountability project or reflection activity • Accountability project or reflection activity (examples may include reflection sheets, repair-the-harm activities, positive action plans, or expectation contracts) • Continued reteaching and support	Parent phone call from the teacher

3rd Offense Behavior Specialist Referral	• Referral to the Behavior Support Specialist • Extension or continuation of accountability supports • Increased behavioral support and monitoring • MTSS Behavioral Referral	Parent meeting involving the student, teacher, parent/guardian, and Behavior Support Specialist
4th Offense Administrative Referral	• Office referral to the principal • Individualized loss of privilege or additional consequence • Additional interventions or supports as determined by administration	Parent meeting involving administration, teacher, Behavior Support Specialist, student, and parent/guardian

Classroom-managed behavior levels reset at the beginning of each semester. However, patterns of behavior, previous interventions, and student needs may still be considered when determining appropriate supports and interventions.

Office-Managed Behaviors

Office-managed behaviors involve situations that significantly disrupt the learning environment, create safety concerns, or require administrative investigation and intervention. Examples may include:

- Physical aggression
- Harassment or bullying
- Repeated classroom-managed behaviors
- Discriminatory/Abusive language
- Property destruction
- Cheating/Lying

Certain severe behaviors may result in immediate administrative consequences outside of the progressive discipline process.

Progressive Office Discipline Process

Office Referral Level	Response/Intervention	Parent Communication
1st Office Referral Administrative Intervention	• Student conference with administration • Reflection activity and restorative conversation • Possible temporary loss of privilege • Restorative or problem-solving support as appropriate	Parent contact by administration
2nd Office Referral Accountability and Support	• Student conference with administration • Individualized accountability consequence • Possible Check-In/Check-Out (CICO) or structured support plan • Increased behavioral support and monitoring	Parent communication from administration and/or support staff
3rd Office Referral Parent Meeting and Structured Intervention	• Parent meeting with administration and support staff • Development or revision of behavior intervention supports • Possible restricted access day or structured schedule • Increased monitoring and check-ins • MTSS Behavioral Referral	Parent meeting involving administration, support staff, student, and parent/guardian

4th Office Referral Intensive Administrative Response	• Administrative review of behavior history and previous interventions • Individualized disciplinary response • Possible reverse suspension, in-school suspension, short-term suspension, or alternative placement consideration consistent with district policy • Continued MTSS review and behavior support planning	Continued parent communication and reentry planning when applicable

Office referral levels reset at the beginning of each semester. However, the administration may consider previous incidents, safety concerns, patterns of behavior, and prior interventions when determining appropriate responses and supports.

The school will continue working collaboratively with families to identify supports, interventions, and strategies that help students safely and successfully participate in the school environment.

All behavior incidents, office referrals, interventions, consequences, and parent communication are documented within the district behavior tracking system.

The administration reserves the right to adjust disciplinary responses based on the severity of the behavior, student safety concerns, individual student needs, prior behavior history, and the circumstances of the incident.

📞 Parent Notification Guidelines

Parent communication is an important part of the discipline process. Communication may occur through phone calls, email, Rooms, Longhorn Mail, or meetings. Repeated or significant behaviors may require formal meetings involving school staff, administration, support personnel, students, and families.

🛠️ Accountability and Restorative Practices

Mary Lynch Elementary believes discipline should help students learn appropriate behaviors, repair harm, and strengthen problem-solving skills. Students may participate in restorative and accountability-based interventions such as reflection activities, problem-solving conferences, restorative conversations, expectation contracts, and positive action planning. These interventions are intended to support student growth while maintaining positive relationships within the school community.

⚠️ Harassment and Bullying

Mary Lynch Elementary is committed to providing a physically safe and emotionally secure environment for all students and staff. In accordance with Board Policy 504.17 – Anti-Bullying, the school actively promotes cooperation, respect, empathy, and acceptance while taking steps to prevent and respond to bullying, harassment, intimidation, and threatening behavior.

We recognize that conflict, unkind behavior, and bullying are not always the same thing. While all inappropriate behavior will be addressed, bullying typically involves repeated behavior, an imbalance of power, or targeted actions intended to intimidate, harm, or exclude another person.

Student conflicts, peer disagreements, and inappropriate social interactions may still result in school consequences and restorative interventions even if they do not meet the legal definition of bullying.

Reporting and Investigation

Students, parents, and staff are encouraged to report concerns related to bullying, harassment, intimidation, threats, or ongoing peer conflict to a teacher, counselor, behavior specialist, or administrator.
When concerns are reported, school staff may:

- Interview students and staff
- Review observations, documentation, and prior incidents
- Collect written statements when appropriate
- Consult with teachers, support staff, and administrators
- Gather other relevant information

The school will investigate reports and determine appropriate responses based on available information, observed behaviors, patterns of conduct, and the impact on the learning environment. The order and timing of interviews may vary depending on the nature of the concern and the needs of the investigation.

Because investigations take time, parent communication may not always occur immediately. The school will make reasonable efforts to communicate with families once sufficient information has been gathered.

Responses and Supports

Harassment, bullying, intimidation, and threatening behaviors are considered office-managed behaviors and will be addressed through the Office Referral Process outlined in this discipline plan.

When appropriate, the school may implement additional supports and interventions, including:

- Safety plans
- Increased supervision or monitoring
- Restricted access plans
- Behavior support plans
- Schedule adjustments
- Restorative interventions
- Counseling or social-emotional supports

Ongoing patterns of harassment, intimidation, or bullying may result in increased administrative involvement, suspension, referral to outside agencies when appropriate, or additional disciplinary action consistent with district policy and Nebraska law.

Retaliation against any individual who reports a concern or participates in an investigation is strictly prohibited and may result in disciplinary action. Knowingly making false reports or intentionally providing misleading information during an investigation may also result in disciplinary consequences.

📝 Types of Disciplinary Actions

As outlined in Board Policy 504.01, consequences may include:

- Warnings, student conferences
- Parent contact/conferences
- Loss of privileges
- Detention, work detention
- In-school suspension (ISS)
- Short-term suspension (1–5 days)
- Long-term suspension (6–19 days)
- Expulsion (rest of semester or year)
    - In accordance with federal and state law, any student who knowingly brings a firearm to school will be subject to expulsion for a minimum of one calendar year, unless modified in writing by the Superintendent on a case-by-case basis.
- Emergency Exclusion
    - A student may be excluded from school if they present an imminent health or safety threat, or if their conduct is so disruptive that temporary removal is necessary. If an emergency exclusion exceeds five days, the district will conduct a hearing as required by law.

- Reassignment, emergency exclusion, probation
- Referral to law enforcement when appropriate

Prohibited Behaviors
May result in discipline when they:
- Disrupt the learning environment
- Threaten safety or well-being
- Violate school rules or the law

Examples include:
- Bullying, harassment, or threats
- Physical aggression or fighting
- Drug/alcohol/tobacco use or possession
- Vandalism, theft, cheating
- Possession of weapons or dangerous items
- Defiance or repeated rule violations

🚭 Drugs, Alcohol, and Tobacco
- Students are prohibited from possessing, using, or distributing tobacco (including vapes), alcohol, and drugs on school property or at school-sponsored events.
- Violations result in disciplinary action and may include suspension, expulsion, or referral to law enforcement.
- Information about local counseling, rehabilitation, and re-entry programs is available through the school counselor.
- Staff may request Breathalyzer testing at school events if alcohol use is suspected (Policy 504.06).

⚖️ Use of Reasonable Physical Force
As stated in Board Policy 504.02, corporal punishment is prohibited. However, staff may use reasonable physical contact to:
- Protect others or self from harm
- Remove a disruptive student
- Protect property or prevent harm

📜 Due Process Summary
Students facing long-term suspension, expulsion, or reassignment will receive:
- Written notice of alleged misconduct
- The opportunity to request a hearing
- Access to records and evidence
- A fair and impartial hearing, if requested
- An opportunity to appeal decisions as outlined in Board Policy 504.15

📌 Additional Notes
- PreK–2 students may not be suspended unless a deadly weapon is involved; alternative strategies will be prioritized.
- Expelled students may receive alternative education and must follow reentry procedures.
- Law enforcement is contacted when legally required or appropriate.

Full Policy Access
For more details, visit https://www.kimballschools.org or request copies of Board Policies 504.01–504.21 from the school office.

Behavior Intervention and Classroom Management

Mary Lynch Elementary follows a **tiered approach** to student behavior that prioritizes prevention, support, and collaboration. Our behavior framework is built on the belief that all students can learn and grow in a safe, respectful, and inclusive environment.

We are committed to:

- Teaching and reinforcing positive behaviors schoolwide through **PBIS and Longhorn PRIDE**.
- Using restorative practices to address misbehavior and repair relationships
- Offering multiple levels of support to meet individual needs (aligned with our MTSS framework).
- Ensuring consistent classroom and school-wide expectations.
- Responding to behavioral challenges in a fair, supportive, and data-informed manner.

Behavioral concerns are addressed through the Mary Lynch Discipline Plan, which outlines classroom-managed behaviors, office-managed behaviors, and progressive intervention processes.

Tiered Levels of Behavioral Support

Tier 1 – Universal Supports:

- Schoolwide expectations taught, modeled, and reinforced.
- Clear classroom routines and positive behavior strategies.
- Use of student behavior data to guide instruction and support.
- Strong communication and collaboration with families.

Tier 2 – Targeted Supports:

- Small-group interventions such as Check-In/Check-Out (CICO), social skills groups, behavior contracts, accountability projects, and restorative supports.
- Close progress monitoring and feedback.
- Collaboration with families to support consistent home-school behavior strategies.

Targeted behavioral supports may also involve collaboration with the school's Behavior Support Specialist. Supports may include:

- Check-In/Check-Out (CICO)
- Accountability projects and restorative interventions
- Social skills instruction
- Behavior reflection and problem-solving support
- Parent meetings
- Individualized behavior plans
- Restricted access or structured support plans

Students demonstrating repeated behavioral concerns may receive increasingly intensive interventions and supports through the school's MTSS framework.

Tier 3 – Intensive Supports:

- Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Wraparound supports involving specialists, counselors, and outside agencies as needed.

- Highly individualized strategies with frequent review and data monitoring.

Responding to Dysregulated Behavior

When a student's behavior presents a safety concern or significantly disrupts learning, staff may utilize a structured removal and reintegration process.

- **Removal Criteria:** Imminent safety threat or ongoing disruption after interventions have been attempted.
- **Safe Transition:** Student is escorted to a designated calm area or office.
- **Parent Communication:** Parents/guardians may be contacted based on the severity and circumstances of the incident.
- **Problem-Solving and Restoration:** Staff may conduct restorative conversations, reflection activities, or meetings to repair relationships and develop a plan for success.
- **Behavior Support Review:** Supports, accommodations, or behavior plans may be adjusted as needed.
- **Reintegration Supports:** Students return to class with clear expectations, support, and continued monitoring when appropriate.

Collaboration and Training

- All staff receive annual training on positive behavioral interventions and supports.
- We work closely with families, behavior specialists, counselors, and special education teams to ensure alignment of support.
- Feedback from families, students, and staff is welcome to help improve our practices and promote student success.

This section reflects Kimball Public Schools' **Board Policy 603.18** and supports our district-wide vision for a safe, supportive, and inclusive learning environment.

Student Appearance and Dress Code

👕 Student Dress Code

At Mary Lynch Elementary, we believe that what we wear can reflect who we are and how we approach learning. Our dress expectations align with our schoolwide values of **Longhorn PRIDE**:

- **P – Perseverance**: Dress ready to learn, participate, and do your best—every day.
- **R – Respect**: Wear clothing that shows respect for yourself, your classmates, and your school.
- **I – Integrity**: Make responsible choices, even when no one is watching.
- **D – Discipline**: Choose outfits that support a focused and distraction-free environment.
- **E – Empathy**: Be mindful that what we wear affects how others feel and interact with us.

Appropriate Attire Includes:

- Clothing that allows safe movement for learning and play (recess, PE, classroom activities).
- Tops that cover the stomach, chest, and undergarments.
- Shorts, skirts, and dresses of a reasonable length (generally fingertip length or longer).
- Clothing and accessories free from offensive, violent, or inappropriate language, graphics, or logos.
- Shoes that are safe for playground and gym use.

Not Allowed:

- Clothing with profanity, violence, alcohol, tobacco, or drug references.
- Hats, hoods, or sunglasses worn inside the building (unless for medical/religious reasons).
- Revealing clothing such as see-through garments or excessively short/tight attire.

If a Dress Code Concern Arises:

- A respectful conversation will take place to address the concern.
- Students may be asked to change, adjust, or cover up the item of concern.
- Families may be contacted if a change of clothes is necessary.

We want every student to feel confident, comfortable, and ready to learn. Thank you for helping us uphold a positive and respectful school culture that reflects Longhorn PRIDE!

Privacy and Safety

🔎 Student Searches and Surveillance

Board Policy Reference: 504.09 – Search and Seizure
To maintain a safe and orderly learning environment, Kimball Public Schools retains exclusive control over all school property, including desks, lockers, computer equipment, and other items provided for student use. Students should not expect privacy for items placed in or on school property. This includes vehicles parked on school grounds.

Searches
School officials may search student belongings, personal property, or school property used by students under the following conditions:

- There is reasonable cause to believe a rule or law has been violated.
- The search is conducted in a reasonable manner based on the circumstances.
- Random or periodic searches may be conducted at the discretion of administration.

Items that may be seized include:

- Illegal or prohibited materials.
- Items posing a risk to the safety of students or staff.
- Nuisance items that disrupt the educational process.

Weapons or illegal substances will be confiscated and turned over to law enforcement immediately. Students may face disciplinary action based on the outcome of the search.

🔐 Access Control and Video Surveillance

Board Policy Reference: 902.02 – District Facility Access
Kimball Public Schools uses an access control system and video surveillance to promote safety and protect school property. All exterior school doors remain locked during school hours. Visitors must request access using the intercom system and check in at the main office with a valid ID.

Video cameras are installed throughout district facilities and may be used in areas deemed appropriate by the Superintendent. Footage from surveillance may be reviewed in the event of:

- Suspected violations of school policy or law.
- Investigations into incidents on school property.

Surveillance recordings may be used in disciplinary proceedings and shared with law enforcement if necessary.

📄 *A full copy of Board Policies referenced above can be accessed at www.kpslonghorns.org under the Board of Education section. Printed copies are also available upon request at the school office.*

Care of School Property

Students are expected to respect and care for all school property, including:

- Textbooks
- Library books
- Furniture and classroom materials
- Technology devices

Students who damage, deface, or lose school property may be held financially responsible.
Fines for Books

- Lost Book: *Full replacement cost*
- Missing Covers: *Treated as lost book*
- Torn/Missing Pages: *$0.50 per page (up to full cost)*
- Marks/Damage: *$0.20 per mark (up to full cost)*

💻 Technology Use & Internet Safety

Mary Lynch Elementary follows Kimball Public Schools Board Policy **603.08 – Internet Safety and Acceptable Use** and complies with the **Children's Internet Protection Act (CIPA)** to ensure the safe and appropriate use of technology by students and staff. The full board policy can be found on the district website under *Board of Education > Policies*, or a printed copy may be requested from the school office.

Purpose

Our goal is to provide a safe, secure, and educationally appropriate digital learning environment for all students. Technology is a tool for learning, not for personal use or entertainment.

Student Expectations

Students must use school technology responsibly and follow these rules:

- Use devices and internet for schoolwork only.
- Never access or share inappropriate content.
- Keep passwords private and never log in as someone else.
- Communicate respectfully online.
- Protect personal information.
- Report unsafe or inappropriate activity to a teacher or adult.

Unacceptable Use Includes:

- Accessing blocked or inappropriate websites.
- Sending or posting offensive, harassing, or bullying content.
- Playing games or streaming videos not assigned by a teacher.
- Hacking, damaging, or altering school devices or files.
- Violating copyright laws or installing unapproved software.
- Using school devices for personal business or gain.

Privacy and Monitoring

All technology use on school devices and networks may be monitored. Students should have no expectation of privacy when using school technology.

Instruction and Safety

Students receive instruction on:

- Safe and respectful online behavior.
- Protecting privacy on social media and other platforms.

- Recognizing and responding to cyberbullying.

Misuse of technology may result in:
- Loss of device or network privileges.
- Parent contact and/or school discipline.
- Suspension or expulsion (for serious violations).
- Legal action if applicable.

Agreement Requirement
Students and parents/guardians must sign the **Acceptable Use Agreement** form annually. Signing the form confirms they have read and understood these expectations and agree to follow them.

📵 Personal Electronic Device Policy
To maintain a focused and respectful learning environment, **students are not permitted to use personal electronic devices**, including cell phones, smartwatches, earbuds, or tablets, during the school day unless explicitly allowed by a teacher for instructional purposes.

Expectations:
- Devices must remain **off and stored in backpacks or lockers** during the school day, including recess and lunch.
- Students may not use personal devices to text, call, take photos/videos, access the internet, or use social media while at school.
- **Smartwatches** must be set to airplane or school mode and may not be used for communication during the day.
- If a student needs to contact a parent, they should request to use the **school office phone**.

Violations:
- **First Offense**: Verbal warning and device held by teacher until the end of the day.
- **Second Offense**: Device sent to the office; parent/guardian must pick it up.
- **Repeated Offenses**: Conference with parent/guardian and possible disciplinary action per the student code of conduct.

Mary Lynch Elementary is not responsible for lost, stolen, or damaged personal electronic devices. Students bring them at their own risk.

📱 Chromebook Use
Student Chromebooks are an essential educational tool at Mary Lynch Elementary. To support responsible use and protect district resources, the following guidelines will apply:

- **Daily Use and Storage**: Chromebooks are for use at school and should remain on campus unless prior approval has been granted by administration. Students who need to use a Chromebook at home must have administrative permission and complete the **Mobile Device Agreement Form**, which includes a student pledge and parent acknowledgment.
- **Care and Responsibility**: Students are expected to treat Chromebooks with care. This includes:
    - Keeping devices free from damage
    - Keeping food and drinks away,
    - Charging the device daily, and
    - Never leaving the device unattended or loaning it to others.
- **Damage and Replacement**:

    - Any damage caused by neglect, misuse, or intentional acts may result in the student being responsible for repair or replacement costs not covered by the device warranty.
    - Damaged or malfunctioning devices must be reported to the school promptly.
    - All fines must be paid before final grades and report cards are released.
- **Policy Access**: Full details of the Kimball Public Schools Electronic Mobile Device Policy and Procedures are available on the district website. To review the complete guidelines and procedures, visit:
    - www.kpslonghorns.org → **Parents → Mobile Device Agreement Form**
      This includes the Acceptable Use Policy, responsibilities, and consequences for violations.

Chromebook Misuse: Consequences for Inappropriate Use

Violation	First Offense	Second Offense	Repeated Offenses
Chromebook left unattended	Verbal reminder and reteach expectations	Loss of Chromebook privileges for 1 day	Parent contact and possible loss of privileges for a week
Use of Chromebook for games or personal browsing during instruction	Warning and reteach expectations	Chromebook restricted to in-class use only	Loss of privileges and behavior referral
Food or drink near Chromebook	Verbal warning and reteach expectations	Lunch detention and parent contact	Possible repair charges and loss of device use
Physical damage due to negligence (e.g., dropping, sitting on, throwing)	Parent contact; assessed for repair costs	Payment plan initiated if needed	Behavior plan or loss of take-home privileges if applicable
Intentional damage, misuse, or tampering with school property	Immediate loss of device use; repair/replacement billed	Parent meeting required	Discipline referral per student code of conduct

Note: All consequences will follow district discipline guidelines and may involve loss of privileges, restitution for damages, or further disciplinary action depending on severity and frequency of the behavior.

📚 Copyright and Fair Use Policy

Kimball Public Schools follows federal copyright laws. Students are expected to do the same when using school technology and completing coursework.

The federal copyright law applies to all types of works — including printed, digital, audio, video, and online content — whether or not they display a copyright symbol.

Fair Use in Education

The "fair use" doctrine allows limited use of copyrighted materials for educational purposes such as:

- Criticism and commentary
- News reporting
- Teaching and classroom instruction
- Research and scholarship

Factors for Fair Use Evaluation

To determine if your use qualifies as "fair," consider:

1. The purpose and character of the use (educational vs. commercial)

2. The nature of the copyrighted work
3. The amount and significance of the portion used
4. The effect on the market value of the original work *(this is the most important factor)*

Students should **ask a teacher or school staff member** before copying or using any material they're unsure about.

This policy aligns with Kimball Public Schools **Board Policy 606.06: Acceptable Use of Computers, Technology and the Internet**, which can be accessed via the district website at www.kpslonghorns.org → Board Policies.

Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

💵 Student Fees and Extra-Curricular Activities

Kimball Public Schools follows Board Policy **501.06 – Student Fees**, which outlines what students may be required to pay for and what supports are available. The full policy can be found on the district website under *Board of Education > Policies*, or you may request a copy from the school office.

General Information

Most learning activities are provided at no cost to students. However, certain extra opportunities—such as participating in extracurricular activities or advanced coursework—may involve additional fees or personal items.

What Fees Might Be Charged

The district may charge student fees or require items in the following situations:

- Participation in extracurricular activities (e.g., sports, band, drama).
- Admission fees and transportation for spectators attending extracurricular events.
- College-credit classes (tuition/fees for dual-credit or early college classes).
- Transportation for option or nonresident students (when not eligible for free lunch).
- Copies of student records.
- Lost or damaged school property.
- Before/after-school programs or pre-K services.
- Summer or night school classes.
- School meals (breakfast/lunch programs).

Students may also need to provide **musical instruments or specialized attire** for optional or extracurricular music programs. However, instruments will be provided by the school for students who qualify for **free or reduced-price meals**.

Waivers and Help with Fees

Students who qualify for **free or reduced-price lunch** are eligible for **waivers** on required fees, equipment, or attire for extracurricular activities. Parents/guardians may also request a waiver in special situations by contacting the school office. Forms and procedures for requesting waivers are available at the school.

Student Fee Fund

The district maintains a Student Fee Fund. Fees collected for extracurriculars, college-credit courses, or summer/night school are recorded and used only for those purposes.

Annual Review

This policy is reviewed and re-adopted by the school board each year. A summary is published in this student handbook annually at no cost to families.

Questions or Concerns

If you have concerns about required fees, attire, or equipment, please refer to **Board Policy 1001.02 – Public Involvement**, or contact the building principal.

State and Federal Programs

Notice of Discrimination

The Kimball Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Trevor Anderson, Superintendent of Schools, 901 S. Nadine Kimball, NE 69145 (308) 235-2188. tanderson@kpslonghorns.org

Employees and Others: Trevor Anderson, Superintendent of Schools, 901 S. Nadine Kimball, NE 69145 (308) 235-2188. tanderson@kpslonghorns.org

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the 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.

Designation of Coordinator(s)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Kimball Public Schools, 901 S. Nadine St., Kimball, NE 69145, (308)235-2188

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

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

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

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

Notice Concerning Staff Qualifications

The Every Student Succeeds Act (2015) gives parents the right to acquire information about the professional qualifications of their child's classroom teachers. Upon request, Kimball 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. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

We will also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner.
Finally, Kimball Public Schools will give timely notice if your 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.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department ofAgriculture
   Office of the Assistant Secretary for Civil Rights 1400 Independence A venue, SW
   Washington, D.C. 20250-9410 or
2. Fax: (833) 256-1665 or (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Grievance Procedure

Students, parents, or guardians who believe they have experienced discrimination or harassment on the basis of a protected status—including sex (Title IX), disability (Section 504), race, national origin, or other protected categories—have the right to file a grievance.

Grievance concerns may be brought to the attention of the building principal, Title IX Coordinator, or 504 Coordinator. A formal or informal complaint may be made, and the district will follow its established grievance procedures to investigate and address the concern promptly and equitably.

For more information or to begin the grievance process, contact:

- **Title IX Coordinator**: Activities Director
- **Section 504 Coordinator**: Guidance Counselor

A full copy of the district's grievance procedures is available upon request at the school office or on the district website.

Title 1 Parent and Family Engagement Policy

Kimball Public Schools intends to follow the Title I parent and Family Engagement Policy guidelines in accordance with federal law, *Section 116(a-f)* ESSA, (Every Student Succeeds Act) of 2015.

In General

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

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

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

Una combinación del Distrito y la Escuela
La Política de Título Uno
Para La Compromiso de Los Padres y La Familia

El Distrito Escolar de Kimball, NE tiene la intención a seguir La Política de Título Uno para la Participación de los Padres en consonancia con los leyes federales, ***Section 1116(1-f) ESSA, (Every Student Succeeds Act) of 2015.***

En General
El documento del Distrito *'La Política de Título Uno para la Participación de los Padres'* ha ido desarrollo juntamente con, actualizado periódicamente y distribuido a los padres y los miembros de la familia de los hijos lo quien están participando y la comunidad local en un formato que es comprensible y uniforme.

- Los padres y los miembros de la familia de todos estudiantes están bienvenido e incentivado hacerse involucrado con la escuela y educación de sus hijos; esta incluye los padres y los miembros de la familia lo quienes tienen competencia limitada en inglés, alfabetización limitada, desaventura en economía, tienen discapacidades, fondo de raza o étnica menoría o hijos de migrantes.

- Los padres están involucrado en la planeando, el repaso, evaluación y la mejora del programa de Título Uno, La política del compromiso y el pacto entre la escuela y los padres en una junta anual con los padres lo que está concertado a un tiempo conveniente. Esta estará incluir la planeando y implementación de actividades efectiva para los padres y la familia.

- Conduce, con involucradamente significada de los padres y la familia, una evaluación anual del contenido y la efectividad de *'La Política de Título Uno para la Participación de los Padres'*. Usa los resultados de la evaluación para diseñar las estrategias lo que son basó en evidencia para involucradamente de los padres que es muy efectiva, y para revisar *'La Política de Título Uno para la Participación de los Padres'*.

- Oportunidades están proveído para los padres y los miembros de familia para participar en las decisiones que están relacionado la educación de los hijos. La escuela y la agencia educacional local proveerán otro apoyo razonable para las actividades involucradamente paterno.

- Los padres de los hijos están participando estarán proveído información sobre los programas debajo este parte, una descripción y explicación del currículo en uso, las formas de evaluación académica usó para medir el progreso estudiantil y niveles de logro de los criterios académicos desafiantes del estado. La escuela proveerá asistencia, oportunidades, y / o materiales y entrenamiento para ayudar a los padres trabajan con sus hijos para mejorar el logro de sus hijos en un formato, y cuando viable, en una lengua que los padres y los miembros de la familia pueden entender.

- Eduque los maestros, el personal especializado instruccional apoyo, directores de la escuela, y otros líderes escolares, con la asistencia de los padres en el valor y utilidad de contribuciones de los padres, como contactar, comunicar con y trabajar con los padres como parejos iguales.

  Coopere e integre los programas y las actividades de involucradamente paterno con otro programas de Federal, Estado y local, incluyendo los programas prescolar que incentivan y apoyan los padres en una participación más completa en la educación de sus hijos.

School-Parent Learning Compact

Mary Lynch Elementary School

This Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. At the annual parent-teacher conferences the compact shall be discussed as it relates to the individual child's achievement.

Teacher/School:

It is important that students achieve. I agree to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards.
2. Regularly communicate with parents on their child's progress.
3. Demonstrate professional behavior and positive attitude.
4. _____

Teacher Signature _____

Parent/Caring Adult:

I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and school staff on an ongoing basis to be involved and support my child's learning.
2. Support your child's learning—volunteer in their classroom; participate, as appropriate, in decisions related to their education, guide positive use of extracurricular time.
3. Make sure my child is at school every day and on time, unless he/she is ill.
4. Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.
5. _____
6. Parent Signature _____

Student:

I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:

1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed school work on time.
6. _____

Student Signature _____

El Contracto entre la Escuela y Los Padres

Mary Lynch Escuela Primaria

Este contrato Título Uno entre la Escuela y los padres ha sido desarrollado juntamente con los padres y resume cómo los padres, el personal de la escuela entera, y los estudiantes compartirán la responsabilidad para mejorar el logro académico estudiantil y las maneras por el cual la escuela y los padres construirán y desarrollarán una colaboración para ayudar a hijos ganan las normas más alta del Estado. A las conferencias anuales entre los padres y los maestros el compacto estará discutido como relaciona al logro del hijo individual.

Maestro / Escuela

Es importante que los estudiantes logren. Yo estoy de acuerdo hacer las siguientes:

1. Proveer el currículo e instrucción más alto en un ambiente aprendizaje que es apoyo y eficaz para los hijos cumplir los normas académicas desafiantes del Estado.
2. Comunicar regularmente con los padres en el progreso de su hijo.
3. Demostrar conducta profesional y un actitud positivo.
4. _____

La firma del maestro(a)_____

Padres / Adulto cuidado

Yo deseo que mi hijo lograr; por eso yo incentivará él / ella por haciendo los siguientes:

1. Comunicar y trabajar con maestros y el personal escolar en una base en curso ser involucrado y apoyado del aprendizaje de mi hijo.
2. Apoyar el aprendizaje de su hijo – se ofreciendo en su sala de clase; participe, como apropiado, en decisiones están relacionado a su educación, guíe uso positivo del tiempo extracurricular.
3. Asegurar mi hijo es a la escuela todos los días y a tiempo, a menos que él / ella está enfermo.
4. Proveer un lugar silencioso y tiempo para hacer tarea e incentive a mi hijo cumplir la tarea.
5. _____

La firma de los Padres_____

Estudiante

Yo se que mi educación es importante para mi. Es importante que yo trabajo a la mejor de mi habilidad. Yo estoy de acuerdo hacer las siguientes:

1. Estar a la escuela todos los días y a tiempo a menos que estoy enfermo.
2. Ven a la escuela cada día preparado con materias y un actitud para aprender.
3. Estar responsable para mi comportamiento.
4. Respetar y cooperar con otros estudiantes y adultos.
5. devolver trabajo escolar completa a tiempo.
6. _____

La firma del estudiante _____

RECEIPT OF 2026/2027 PARENT-STUDENT HANDBOOK
OF MARY LYNCH ELEMENTARY SCHOOL

This signed receipt acknowledges that the 2026/2027 Parent-Student Handbook of Mary Lynch Elementary School is accessible on the Kimball Public Schools website at www.kpslonghorns.org or a hard copy can be requested at the Mary Lynch office. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules and school board computer policy 603.08. The undersigned, as student, agrees to follow such conduct and discipline rules and computer policies. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used to responding to harassment or discrimination.

Drug-Free Schools Statement: RECEIPT SHALL ALSO SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING KIMBALL PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO THE SAFE AND DRUG-FREE SCHOOLS LAW AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND THE POSSESSION, USE, OR DISTRIBUTION OF ALCOHOL OR TOBACCO ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS.

Date:_____ Date:_____

_____
_____
Student's Signature Parent or Legal Guardian's Signature

Return to:
Amanda Culek, Elementary Principal/Special Education Director
Mary Lynch Elementary School
1000 E. 6th Street
Kimball, NE 69145