Mitchell Elementary School

Parent/Student Handbook 2026-2027



Mitchell Elementary
1439 13th Avenue
Mitchell, NE 69357
Telephone: 308-623-2828
Fax: 308-623-1690
www.mitchelltigers.org

Principal's Message:
Dear Parents, Guardians, and Students:

Welcome to the 26-27 school year! I feel it is a great honor and privilege to be the principal of MES. Our desire is to continue to provide a great education for your child. We take a great deal of pride in what we do here at MES. We have a phenomenal staff that strives to be the best. We want your child to leave this school with a yearning to learn! Please review this handbook as it outlines procedures, routines, and guidelines for the school year.

If you ever have questions or concerns about the handbook or any school issue, please do not hesitate to call, email, or stop by.

Sincerely,

Kaci Kearns

Kaci Kearns, Principal

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 Mitchell 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 child 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 and the educational program. 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.

DISCLAIMER NOTE: This handbook does not form a contract and the school reserves the right to change or modify the handbook whenever it is deemed to be necessary. The rules, regulations and policies contained in this handbook will be constantly monitored for effectiveness. 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. Students will be notified of changes or additions.

Members of the Mitchell Board of Education:

Name	Title
Mr. Jeff Jenkins	President
Mr. Brad Helgerson	Vice President
Mr. Doug Keener	Secretary
Mr. Dustin Keener	Member
Mr. Paul Pieper	Member
Mr. Mark Spencer	Member

Administrative Staff:

Dr. Kathy Urbanek	Superintendent	623-1707 kurbanek@mitchelltigers.org
Mr. Heath Peters	High School Principal	623-1707 hpeters@mitchelltigers.org
Mrs. Kaci Kearns	Principal	623-2828 kkearns@mitchelltigers.org
Mr. Nick Kuxhausen	Athletic Director Dean of Students	623-2235 nick.kuxhuasen@mitchelltigers.org
Ms. Jamie Batterman	Special Services Director	623-2828 or 623-2235 jamie.batterman@mitchelltigers.org
Mrs. Karen Hawley	Administrative Assistant	623-2828 karen.hawley@mitchelltigers.org
Mrs. Mindy Fillingham	Administrative Assistant	623-2828 mindy.fillingham@mitchelltigers.org

School Contact Information:

Office Contact: Phone: 623-2828 Cafeteria: 623-1945 Fax: 623-1690 Mitchell Elementary 1439 13th Avenue Mitchell, NE 69357
School Website: www.mitchelltigers.org Download the App: Mitchell Public Schools

Staff:

Mitchell Elementary Staff List 2025-26

Julia Jacobs	Pre-School
Casie Campbell	Pre-School
Cortney Bellairs	Kindergarten
Kenzey Kanno	Kindergarten
Kylie Soule	Kindergarten
Kammie Wilson	Transitional Kindergarten
Shawn Helgerson	1st Grade
Miranda King	1st Grade
Becky Osmera	1st Grade
Andrea Feltgen	2nd Grade
Amie Hessler	2nd Grade
Kaitlin Broussard	2nd Grade
Tina Cheek	3rd Grade
Michelle Engstrom	3rd Grade
Erin Reisig	3rd Grade
Kelli Clarke	4th Grade
Taylor Briggs	4th Grade
Lyndsey Walters	4th Grade
Emily Walton	5th Grade -Science
Jami Schaffer	5th Grade -Social Studies
Grace Wyatt	5th Grade - Reading
Jenny Bohl	6th Grade -Language Arts
David Becker	6th Grade -Math
Dillon Broussard	Physical Education
Nikki Bunnell	K-4 Music
Austin Sailors	5-6 Music

Ashley Dobry	Title I
Kortni Zeiler	Counselor
Kristin Pankonin	SPED Teacher
Alyxis Littau	SPED Teacher
Kim Thomas	Nurse
Michelle Peters	Assessment & Curriculum
Allison Villagrana	Library
Karen Hawley	Administrative Assistant
Mindy Fillingham	Administrative Assistant
John Bevins	Head of Maintenance / Buses
Brian Hazard	Maintenance
Rudy Hernandez	Maintenance
Dan Klingsporn	Maintenance
Tom Hernandez	Maintenance
Jamie Batterman	Special Services Director
Nick Kuxhausen	Athletic Director Dean of Students
Kaci Kearns	Elementary Principal
Heath Peters	High School Principal

Mitchell School Colors and Mascot

All of us at Mitchell Public School take pride in our school and school-sponsored activities. School pride is important for all persons in the Mitchell School family. It instills the feeling of belonging and security. This feeling contributes to a positive and productive learning environment in school.

As part of our pride and spirit at Mitchell School, we have chosen a mascot and school colors. Our school colors are black and orange. Our mascot is the tiger. The tiger symbolizes spirit and determination that are characteristic of the positive efforts of Mitchell students, parents, and staff as they strive for the best educational opportunities available to them.

MITCHELL PUBLIC SCHOOLS

2026-2027 Calendar

Aug-26

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

Sep-26

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Oct-26

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Nov-26

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29	30					

Dec-26

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Aug. 11	Teacher Inservice
Aug. 12	Teacher Inservice
Aug. 13	Students First Day
Sep. 7	No School: Labor Day
Sep. 30	P/T Conferences, 1:00 to 7:00 p.m.
Oct. 1	P/T Conferences, 1:00 to 7:00 p.m.
Oct. 5	No School: Fall Break
	End of Quarter 1 (45 days)
Oct. 13	12:30 Out for Teacher Prof. Dev.
Nov. 25-27	No School: Thanksgiving Break
Dec. 18	End of Quarter 2, Sem. 1 (86 days)
Dec. 21	No School: Winter Holiday Break
Jan. 5	No School: Teacher Inservice
Jan. 6	First Day of Semester 2
Feb. 10-11	P/T Conferences, 1:00 to 7:00 p.m.
Feb. 12	No School: Winter Break
Feb. 15	Teacher Inservice
Mar. 12	End of 3rd Quarter (46 days)
Mar. 25	12:30 Out for Teacher Prof. Dev.
Mar. 26-29	No School: Easter Break
Apr. 16-19	No School: Spring Break
May 15	Graduation @ 2:00 p.m.
May 19	End of Quarter 4, Sem. 2 (90days)
May 19	Last day of school for students
May 20	Teacher Inservice

Jan-27

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Feb-27

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Mar-27

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Apr-27

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May-27

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23	24	25	26	27	28	29
30	31					

Student School Hours:	
Elem:	*Mon-Thrs: 8:00 a.m. - 3:30 p.m.*
	Friday: 8:00 a.m. - 12:30 p.m.
MS/HS:	*Mon-Thurs: 7:50 a.m. - 3:45 p.m.*
	Friday: 7:50 a.m. - 12:30 p.m.

Days per Quarter:			
A-	13	J-	18
S-	21	F-	18
O-	21	M-	21
N-	18	A-	20
D-	14	M-	13
S1-	87		90

- No School
- Friday Out (12:30 HS/12:30 Elementary)
- Teacher Day, No School for Students
- B/u - Parent/Teacher Conferences

(white Fridays = 3:00 out for teachers)



Section 1 Mission & Goals

Mission Statement

"The mission of Mitchell Public Schools is to inspire and educate all students for a lifetime of success."

Mitchell Elementary Mission & Philosophy

- ➔ Instruct Students to Read & Comprehend Fluently at Grade Level
- ➔ Instruct Students to Perform Math Computation at Grade Level
- ➔ Teach Kids to Respect Adults & Get Along with Peers
- ➔ Teach & Instill the Love of Learning
- ➔ Teach Kids Manners & Appropriate Etiquette
- ➔ Initiate Students' Interest in Science, Social Studies, Technology, Fine Arts, & Athletics
- ➔ Establish a School Where the Staff Culture is Positive & One of Respect, Collegiality, & Teamwork

Mutual Respect

Mitchell Elementary expects every staff member and student to be treated with respect and dignity.

Complaint Procedures

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

Complaint Procedure:

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.

Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.

Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

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

Criticisms

If a parent is dissatisfied with the school or any specific aspect of the school, please do not criticize the teacher in your child's presence. Please use the above mentioned procedure to handle issues. Your disapproval will lower your child's confidence in school and his/her teacher and will weaken the student's desire to do his/her best work.

Communication

It is imperative that communication exists between the school, students, and school families. MES communicates with students and parents through various means including:

- ➔ Daily Announcements
- ➔ Monthly Calendars
- ➔ School Website
  - ◆ mitchelltigers.org
  - ◆ Mitchell Public Schools app
- ➔ School Facebook
- ➔ Email - Mass Emails - Personal Emails
- ➔ Call Alert
- ➔ Periodic letters that are sent home with students (& posted on the above mentioned sites)
- ➔ Phone Calls
- ➔ Home Visits
- ➔ Class Meetings
- ➔ Orientation Meetings

Communication is a "two-way street" where parents must be involved in this process.
We must have a *working* phone number on file that we can contact in case of an emergency. Please do not BLOCK the school's number.

There will be times where a parent hears one side of a story regarding something that took place at school. It is the parent's/guardian's duty to hear both sides of the story - both the child's and school's account. Staff are required to communicate with parents and guardians on a continual basis. Good communication is vital to the success of students. Please take the time to obtain the "whole story".

Section 2 School Day

School Day:

Monday-Thursday	
Elementary Daily Schedule	8:00 am – 3:30 pm
Fridays	8:00 am – 12:30 pm
Supervision Hours	**7:40 am – 4:00 (M-Th)**
Fridays	**7:40 am – 1:00 pm**
Building Hours	7:30 am – 4:15 pm (M-Th)
Fridays	7:30 am – 1:00 pm/3:00 pm

Elementary Arrival & Departure

7:30 am – 8:00 am: Cafeteria Open

7:40 am: Playground Open – **NO STUDENTS ALLOWED ON PLAYGROUND PRIOR to 7:35 am**

8:00 am: Bell Rings (arrival after 8:00 am is tardy)

7:55 am: Bell Rings on Fridays - Morning Meeting at 7:55 am

3:30 pm: Dismissal Time for grades K-6 (M-Th)

12:30 pm: Dismissal Time for grades K-6 (Fridays)

Students must be picked up by 3:50 pm (Monday - Thursday) & 12:50 pm (Friday) unless they are participating in an after-school activity such as Homework Club, Volleyball, HALs, etc.

Hours & Absences

Normal school hours are from 8:00 am – 3:30 pm (Monday – Thursdays) and 8:00 am – 12:30 pm (Fridays). Students that are not in school by 8:30 am are counted absent for the am session. Students that leave before 2:45 pm (Monday-Thursday) are counted absent for the pm session. Students that leave before noon (12:00 pm) on Fridays are counted absent for the pm session. Students are considered tardy if not present at 8:00 am.

Perfect attendance is what it is. Students that are sick, have professional appointments, etc. are considered excused absences, but do not fall under “Perfect Attendance”.

If you know your child will be absent, please send a note to your child’s teacher or call the school office and report his/her absence by 8:30 A.M. Absentees will be reported to the office and parents/guardians WILL BE CALLED unless we have been informed.

MES Hug & Go

We require K-6 students to enter through two entrances when arriving for school:

- **➔ Door #3 (West Side) near the main office.**
- **➔ Northeast gym doors/playground area**

Parents, Guardians, Siblings are not to enter the building unless they have a meeting scheduled with an MES staff member. We ask that you hug your child at the door and allow them to enter the building on their own.

Parents can take their child to lunch, but we require that the child be back in school when their class resumes for the afternoon - please confirm the time with the office or your child's teacher. The lunchroom will be limited to students & MES staff.

We have several parent involvement activities throughout the year and we will encourage parent involvement throughout the year. The very first activity involving parents will be our Open House (the night before the first day of school). Parents can enter the school on the first day with their child.

Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. The closing or delay of school will be communicated as soon as a decision is made. Mitchell Public Schools will use the Apptegy app and will inform parents and patrons through this app. The information is broadcast regularly by local radio and television stations.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. **Parents should have a plan in place to accommodate these circumstances. In these rare situations, we will use our app to inform parents & patrons. If transportation is not available (for any reason), it is the parent's responsibility to transport the child to school.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will

not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do: Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions
The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for an Emergency Exit System, Tornado Warning System, and Critical Incident Response.

Leaving School
Students are not allowed to leave school grounds without school official and parent's permission. A parent must check-out a student at the office for appointments, going home, leaving school, etc.

Supervision Responsibility Before/After School
Students are expected to be at school prior to 8:00 am every morning. We want to accommodate parents that work, etc. so we open our cafeteria at 7:30 am. **Prior to that time, the school is not responsible for supervision of the students. The playground opens at 7:40 am prior to school. Students are not to be on the playground prior to 7:40 am.** Students must be picked up by 3:50 pm (Monday-Thursday) & 12:50 pm (Friday). **After those times, the school is not responsible for supervision of the students. The school is not responsible for supervision of students once the students are to have left school grounds.**

There are four scheduled 12:30 pm dismissals during Parent-Teacher Conferences. We ask parents that students are picked up at 12:30 pm. There is no supervision available between the times of 12:30 pm - 1:00 pm. Conferences begin at 1:00 pm.

Signing a Child In and Out of School
Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The sheet for signing a child in and/or out of school is located on the front counter. If a child is being signed out, the administrative assistant will call the appropriate classroom and indicate to the teacher that the child is leaving. *Parents are not*

to go directly to the classrooms. The schools will only release children to adults designated by the parent on the emergency card.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to two (2) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Picking Up & Dropping Off Students

We ask parents/guardians to take a high degree of safety when dropping-off/picking-up students. Please drop off students on the same side of the street as the school - please do not drop your child off in the middle of the street where they must cross oncoming traffic. For example - when dropping off students on 13th Avenue, students should be dropped off from the northbound lane. When dropping off students on 12th Avenue, students should be dropped off from the south-bound lane (unless a crossing guard is present). There is a new 1 minute drop-off spot in front of the gate on the west side of the street. **DO NOT PARK IN THIS PAINTED AREA - THIS IS A DROP-OFF POINT - MORNINGS ONLY! We request that parents/guardians stay out of the NE teacher's parking lot when dropping off & picking up students. The Mitchell Police Department will be contacted if a parent/guardian continues to defy this rule. This is simply in place for the safety of our students.**

DO NOT PARK ON CROSSWALKS AT ANY TIME!

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal or administrative assistants be made aware of this information. If conditions allow and supervision is available

in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child. **When a child is sick at school, a person must pick up the child. A sick child cannot stay at school!**

Section 3: Use of Building & Grounds

Visitors
All visitors must report to the office, upon entering the main entrance, to sign in. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern. **There is a 30 minute limitation to classroom visitations - this is to limit disruptions. All visits must be pre arranged with Mrs. Kearns.**

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

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

Items at School
The school is not responsible for lost or stolen items or money at school. We ask that students do not bring toys to school unless required for a special activity. No pets of any kind are allowed at school without the permission from the principal. Teachers and principal may give special permission for pets to be brought to school for special events or activities. Students are not to bring excessive amounts of money to school.

Searches of Lockers and Other Types of Searches

- ➔ Student lockers, desks, computers, and other school property are owned and controlled by the District. Students should not expect privacy in the use of school property or in items stored on or in school property, including student vehicles parked on school grounds. School officials may conduct periodic or random searches of school property at the discretion of the administration.

- ➔ School officials may search a student or the student's personal property when there is a reasonable basis to believe the search will uncover evidence of a crime or a violation of school rules. All searches will be conducted in a reasonable manner under the circumstances.
- ➔ School officials may confiscate items that are illegal, pose a threat to the safety of others or the educational environment, or are reasonably believed to have been used or intended to disrupt the educational process. Firearms and other weapons will be confiscated and turned over to law enforcement as soon as practicable.

Video Surveillance
The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

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

Use of School Telephone
Please limit the use of staff and office phones. Phones are NOT to be used during class time.

Bicycles
Bicycles must be parked in the racks provided on the south end of the school. <u>All bicycles should be equipped with locks.</u> The school is not responsible for damage or theft of parts while bicycles are on school property. Special arrangements can be made with the principal on parking a bike.

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

Lost and Found
Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. The lost

and found area is in the hallway between both main buildings. All lost and found items that are not claimed by the end of the school year will be given away during the summer.

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, School Nurse, or any school personnel. An accident report will be completed by all parties involved.

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 who are in classes with 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.

Bulletins and Announcements
Bulletin boards 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.

Copyright and Fair Use Policy
It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

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

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;

- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

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

Section 4 Attendance & Admission

Admission

Nebraska Statute 79-214

A child must be five years of age on or before October 15 to be enrolled in kindergarten. All kindergarten and any out of state elementary students entering Mitchell Public Schools for the first time must present a valid birth certificate, a physical examination, and a complete record of immunizations specified by Nebraska Statutes. Mitchell Elementary does offer "early entrance" that meets the following criteria:

(Per 79-214)

(b) The board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year, (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board. Each school board shall, for purposes of this subdivision, approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten. The school board shall update approved procedures as the board deems appropriate.

We ask that any parent seeking "early entrance" make the request by June 1 to the principal for the upcoming school year. The "early entrance" birthdates are from August 1- October 14.

Nebraska Statute 79-201

A child is of mandatory attendance age in the state of Nebraska if the child will reach six (6) years of age prior to January 1 of the then-current school year and (b) has not reached eighteen years of age.

Option Enrollment

Nebraska Statute 79-234

Student participation in Option Enrollment, the ability to option into a school district in which one does not reside, will be determined by the guidelines stated in the Nebraska Statutes. All option enrollment issues/transfers are conducted with the superintendent of schools. Below is Nebraska Statute 79-234:

Enrollment option program; established; limitations.

(1) An enrollment option program is hereby established to enable any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the student does not reside subject to the limitations prescribed in section 79-238. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times to each student, except that the option does not count toward such limitation if such option meets, or met at the time of the option, one of the following criteria: (a) The student relocates to a different resident school district, (b) the option school district merges with another district, (c) the student will have completed either the grades offered in the school building originally attended in the option school district or the grades immediately preceding the lowest grade offered in the school building for which a new option is sought, (d) the option would allow the student to continue current enrollment in a school district, (e) the option would allow the student to enroll in a school district in which the student was previously enrolled as a student, or (f) the student is an open enrollment option student. Sections 79-232 to 79-246 do not relieve a parent or guardian from the compulsory attendance requirements in section 79-201.

(2) The program shall not apply to any student who resides in a district which has entered into an annexation agreement pursuant to section 79-473, except that such student may transfer to another district which accepts option students.

Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:

- ➔ Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
- ➔ Illness which causes a student to be absent from school.

- ➔ Doctor or dental appointment which require student to be absent from school.
- ➔ Court appearances that are required by a court order and the student is responsible for an appearance in court.
- ➔ School sponsored activities which require students to be absent from school.
- ➔ Family trips in which a student accompanies parent(s)/legal guardian(s).
- ➔ Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

Students that are not in school by 8:30 am are counted absent for the am session. Students that leave before 2:45 pm (Monday-Thursday) are counted absent for the pm session. Students that leave before noon (12:00 pm) on Fridays are counted absent for the pm session. **Students are considered tardy if not present at 8:00 am.**

Unexcused Absences:
An absence which is not excused (above list) is unexcused. Any student truant will be considered unexcused. It will be the superintendent's discretion as to how all missing work will be handled.

Tardy to School:
Students will be considered tardy to school if they are not present at 8:00 am in their classroom.

Leaving School or Class:
Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose. Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Make-up Work
The student has the responsibility to contact teachers, initially, regarding make-up assignments. For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of five (5) days allowed to complete makeup work. Special circumstances (long illness, injury, etc.) will be considered by both the teaching staff and principal concerning the "five day" rule.

Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. This includes athletic contests, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. *The Principal retains the right to grant participation should exceptional circumstances prevail.*

Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior**.**

Excessive Absenteeism

Students who accumulate five (5) absences in a quarter or 20 or more days for the school year shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students. When a student has excessive absences, the following procedures shall be implemented:

- ➔ One or more meetings shall be held between a school attendance officer/principal, school counselor, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such a meeting, the principal shall place in the student's attendance records documentation of such refusal.
- ➔ Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
- ➔ Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.

- ➔ Investigation of the truancy problem by the school counselor, or if such another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.
- ➔ A student that misses 20 or more school days will be considered for retention. Each case is handled individually and it will be the principal's final decision.

Reporting Habitual Truancy

Students who accumulate twenty (20) absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within a reasonable amount of time after the time the notice is given, such a person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

CONTINENCE, TOILET & VOMITING OCCURRENCES

- When a child becomes ill at school, vomiting and soiling are often the unfortunate end result. Although most classroom teachers would assist in an emergency situation, as no child should be left in wet or soiled clothing, it is important for parents to know that there is no expectation that routine and predictable incidents are dealt with by teachers. Parents will be contacted and expected to pick up their child as soon as possible.
- When regular wetting or soiling occurs, notified parents are expected to pick up their child as soon as possible. We ask that the child be showered, dressed in fresh clothing and returned to school if at all possible. In extreme cases a need for spare clothing, to be provided by the parent, will be requested.
- It is of course recognized that students are allowed adequate bathroom breaks during the school day and that all staff members are respectful of student bathroom requests.

Section 5 Scholastic Achievement

Grading System

The following grading system is used in the 3rd – 6th grades:

A	94 – 100	Excellent
B	86 – 93	Good – Above Average
C	78 – 85	Satisfactory - Average
D	70 – 77	Needs Improvement – Below Average
F	Below 70	Failing

The following grading system is used in grades Kindergarten – 2nd Grade

1 Beginning

2 Progressing

3 Proficient

4 Advanced

Grades 3-6 use the traditional numerical grading system. Grades kindergarten through second grade utilize a standards based report card.

Mitchell Elementary utilizes a school management program called Infinite Campus. Infinite Campus can be accessed by a home computer. Parents/guardians can obtain log-in information from the office. 6th Computers, music, and physical education classes are graded Satisfactory (S) or Unsatisfactory (U). Report cards are issued every nine weeks – four times a school year for grades 3-6 and every semester (2x) for grades kindergarten through 2nd grade.

Promotion, Retention & Placement

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

It is important to recognize that some children will benefit from the opportunity to continue in the same grade for another year. Several significant factors should be considered and certain procedures should be followed during the retention process.

- ➔ The attitude of principal and teachers toward promotion and retention must be positive so that the best interests and the future of the student are primary considerations for decisions regarding grade placement.
- ➔ By the end of the third reporting period, a teacher should be able to identify a child who needs to be retained. The teacher/principal should notify the parents of the child immediately following the third reporting period that their child may need to be retained.

- ➔ In reaching a decision to retain a child, the teacher and/or principal should study all available data before a decision is reached.
- ➔ Children with an IEP usually should not be retained. A child who is to be retained should have the potential to gain at least five (5) months of academic growth during the nine months that he/she is retained. A child retained should be able to gain from the retention, or no purpose is achieved.
- ➔ Poor attendance and physical or emotional immaturity can be justification for retention.
- ➔ It is not advisable to retain a child for more than one year during Grades one through five; however, unusual circumstances may make it necessary to retain a child for a second time in the elementary school.
- ➔ Teacher judgment should always be a prime factor in reaching a decision to retain a child; however, to help the teacher and principal reach this decision, achievement test results will be considered.
- ➔ If a kindergarten teacher is not able to make a definite decision about retaining a child, then the child should be promoted to the first grade. However, if the first grade teacher is still not able to reach a firm decision concerning the retention of this child, then the child should probably be retained in the first grade. Every effort should be made to retain a child that is deficient in his/her reading skills in kindergarten or first grade.
- ➔ The final responsibility for the promotion or retention of an individual student rests with the principal as with any other official action taken within his/her school.
- ➔ As the study of all factors is carried out to determine whether to promote or retain a child, close contact with parents should be maintained. Conferences with the teacher/s, principal, and parents involved are encouraged.
- ➔ Parental contact and involvement should be requested by the teacher, as early as possible, if there is a possibility of their child being retained.
- ➔ A student will be promoted (placed) when prior retention, age, or other circumstances makes retention unacceptable.

Progress Reports for Parents & Parent/Teacher Conferences:

It is very important for students and parents to be informed about the student's progress in school, to better understand the student, to capitalize on their strong points, and to remedy any weaknesses. Students need to know what their strengths and weaknesses are. In order for parents to work cooperatively with the school in supporting educational endeavors, parents need to know how their child is progressing, and they need information on the educational program. For these reasons, a good reporting system is necessary.

The following procedures will be followed in reporting to the request of a parent or staff member.

- Kindergarten through Grade 6 will have two Parent-Teacher conferences during the school year. At the end of the first nine weeks of school, a conference will be scheduled

for the parents of each child. Mid-third nine weeks period (Late January-Early February), Parent-Teacher conferences will be scheduled again.

- Individual conferences may be scheduled when a need arises or upon the request of a parent or staff member. Conferences may be scheduled by calling the Elementary School Office and/or making arrangements with one or more teachers as needed.
- Report cards will be issued at the end of each nine-week period, grades 3-6. Report cards will be issued at the end of each semester for grades K-2. The school calendar included in this handbook designates the dates when each nine-week period ends. Report cards will generally be issued the week following the end of the nine-week period. Please remember these important dates. Report cards will be sent home with the student at the conclusion of the fourth quarter.
- Mid-quarters/progress reports will be sent home with students in Grades 3-6 at the conclusion of the fifth week in each quarter IF a student is failing or near failing in a subject area.

MES Assessment

Assessment	Measure	Grade Levels	Time of Year
NWEA	Math Reading Comprehension Language Usage Science (5 & 6 only)	Grades 1-6	August/September April
NSCAS (State Test)	Math Reading Science	Grades 3-6	April
DIBELS	Reading Fluency (1-6) Phonemic Awareness	Grades K-6	August December April/May
AIMSweb	Math	Grades K-6	August January May
Curriculum Based Examples: Wonders Reading Saxon Math Harcourt English McGraw Hill Social Studies	All Subjects	K-6	On-going

If you have any questions pertaining to Mitchell Elementary's testing program, do not hesitate to call Mrs. Peters or Mrs. Kearns.

President's Education Award

This is awarded at the end of a student's 6th grade year that meet the following criteria at MES:

Gold Seal:

- ➔ Must be enrolled a minimum of one semester at Mitchell Elementary.
- ➔ Student must maintain an "A" average (94%) in the following core classes: Math (4-6), Reading (4-6), Language Arts/English (4-6), Spelling (4-6), Science (5th & 6th), & Social Studies (5th & 6th). "A" average begins the fall semester of fourth grade and concludes the fall semester of 6th grade (spring semester concludes after the award is presented).
- ➔ Must have scored at the 85th percentile or higher on the NWEA math and reading tests a minimum of ***twice*** from 4th grade to 6th grade - this includes both fall and spring testing.
- ➔ **AND**
- ➔ Be in good standing with school - staff - principal, etc.

Silver Seal:

- ➢ Must be enrolled a minimum of one semester at Mitchell Elementary.
- ➢ Student must maintain an "A" average (94%) in the following core classes: Math (4-6), Reading (4-6), Language Arts/English (4-6), Spelling (4-6), Science (5th & 6th), & Social Studies (5th & 6th). "A" average begins the fall semester of fourth grade and concludes the fall semester of 6th grade (spring semester concludes after the award is presented).
- ➢ **OR**
- ➢ Must have scored at the 85th percentile or higher on the NWEA math and reading tests a minimum of ***twice*** from 4th grade to 6th grade - this includes both fall and spring testing.
- ➢ **AND**
- ➢ Be in good standing with school - staff - principal, etc.

High Ability - HALs

Students can qualify for the HAL program by scoring in the 95th percentile in one or more subject areas of the Northwest Evaluation Association - NWEA assessments for two consecutive tests (Fall & Spring) or by teacher recommendation. Students who qualify may enter the program at the beginning of the following semester. Students must have parental permission in order to enroll or drop from the HALs program. Students must meet the following standards in order to maintain their HALs eligibility:

- ➔ Students must keep their core class average at or above 78%. Students must not fail a course for the semester.
- ➔ Students must attend HALs' classes and meetings on a consistent basis.
- ➔ Once a student is dropped from HALs, the student must meet the requirements during the immediately preceding semester in order to re-enroll.

Academic Integrity

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

Definitions

The following definitions provide a guide to the standards of academic integrity:

- "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

- Tests (includes tests, quizzes and other examinations or academic performances):
  - ➔ Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
  - ➔ Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - ➔ Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
  - ➔ Use of Other Student to Take Tests. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - ➔ Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student

engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

- Papers (includes papers, essays, lab projects, and other similar academic work):
  - ➔ Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - ➔ Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - ➔ Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
  - ➔ Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - ➔ Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
  - ➔ Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

- "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

- ➔ Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- ➔ Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

- ➔ “Contributing” to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

Sanctions:
The following sanctions will occur for academic integrity offenses:

- ❖ Academic Sanction. The instructor will refuse to accept the student’s work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
- ❖ Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.
- ❖ Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

The Nebraska Reading Improvement Act LB -2601

The Nebraska Reading Improvement Act (Section 79-2601-79-2607) is effective beginning with the 2019-2020 school year. For school year 2019-20 and each school year thereafter, each school district shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment shall occur within the first thirty days of the school year.

Mitchell Elementary will use the DIBELS mclass assessment to measure reading progress. This assessment has been approved by the Nebraska Department of Education. This assessment of student reading is administered three times during the school year to all

students in grades kindergarten through grade three to 1) screen students within the first 30 days of school to identify students who may have a reading deficiency, 2) measure progress toward grade level reading skills including but not limited to: alphabetical and phonological awareness, sound-symbol correspondence, decoding and fluency and comprehension and 3) inform instruction targeted to student needs. Parents or guardians of students who are identified with a reading difficulty are notified in writing or in electronic form no later than 15 days after the identification. Notification will come from the school.

Assignment Policy - Late Work - Grades 3-6

- ➢ Teacher has the right to give full credit at any time.
- ➢ 1 Day Late = Grading begins at 80% of total grade.
- ➢ 2 Days Late = Grading begins at 70% of total grade.
- ➢ After two days, a determination as to why the assignment is not being completed must be identified & documented.
- ➢ When a student fails to meet his/her obligations as outlined by the instructor, the teacher discipline referral procedures will be followed.
- ➢ If an assignment is not turned in after the third day (3 days) - the student will receive a 0.

Section 6 Support Services for Students

Title I

Mitchell Elementary School is a **Schoolwide Title I** school. Through this program, supplemental instructional support is available in reading and mathematics. Because Mitchell Elementary operates a Schoolwide Title I program, all students may be eligible to receive Title I services based on educational need.

Special Education

Special education services are available to students who qualify under eligibility criteria established by the Nebraska Department of Education. Eligibility may include, but is not limited to, disabilities in the areas of hearing impairment, visual impairment, intellectual disability, emotional disability, specific learning disability, orthopedic impairment, other health impairment, autism, and speech or language impairment.

The following services are provided as part of our special education program:

- ➔ Occupational Therapy (OT)
- ➔ Physical Therapy (PT)
- ➔ Speech and Language Services
- ➔ Vision Services
- ➔ Hearing Services (Audiology)

What Is Special Education?

Special education is specially designed instruction and related services provided to meet the unique educational needs of eligible students with disabilities. These services are individualized based on the student's needs and are provided at no cost to the parent or guardian.

Students Who May Be Eligible for Special Education

Students who are identified as having a disability under the eligibility criteria established by the Nebraska Department of Education and who, because of that disability, require specially designed instruction and related services may be eligible for special education. Disability categories include:

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability

- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

How Are Students Identified?

A referral for a special education evaluation may be initiated by a parent, teacher, or other individual with knowledge of the student. The Student Assistance Team (SAT) or other problem solving team reviews the student's needs and considers appropriate interventions before recommending a multidisciplinary evaluation.

A multidisciplinary evaluation is conducted to determine whether the student has a disability and requires special education and related services. Written parent or guardian consent is required before the initial evaluation is conducted. Following the evaluation, the Multidisciplinary Team (MDT) determines the student's eligibility for special education services.

Independent Educational Evaluation (IEE)

If a parent or guardian disagrees with the school district's evaluation, they have the right to request an Independent Educational Evaluation (IEE) at public expense. Requests should be directed to school administration. If the district believes its evaluation is appropriate, it may initiate a due process hearing. Parents retain the right to obtain an independent evaluation at their own expense at any time.

Reevaluation

Students receiving special education services will be reevaluated at least once every three (3) years, or more frequently if needed, unless the parent and school district agree that a reevaluation is unnecessary. The IEP team reviews existing evaluation data to determine whether additional information is needed. Parent or guardian consent is required before conducting a reevaluation.

Individualized Education Program (IEP)

When a student is determined eligible for special education, an Individualized Education Program (IEP) is developed by the IEP team, including the parent or guardian. The IEP identifies the student's educational needs, annual goals, accommodations, services, and placement.

Written parent or guardian consent is required before the initial provision of special education and related services. The IEP is reviewed at least annually and may be revised whenever necessary. Parents or guardians receive a copy of the IEP.

Special Education Placement

A student's educational placement is determined by the IEP team based on the student's individual needs. Consistent with the Individuals with Disabilities Education Act (IDEA), students with disabilities are educated with their nondisabled peers to the maximum extent appropriate. Removal from the regular educational environment occurs only when the nature or severity of the disability prevents satisfactory education in the general education setting, even with the use of supplementary aids and services.

Prior Written Notice

The District will provide parents or guardians with written notice a reasonable time before it proposes or refuses to initiate or change a student's identification, evaluation, eligibility, educational placement, or the provision of a free appropriate public education (FAPE).

More Information

Parents or guardians may obtain a copy of the District's Special Education Policy, the **Parental Rights in Special Education** brochure, or information regarding **Nebraska Rule 51** (Special Education Regulations) and **Nebraska Rule 55** (Special Education Appeal Procedures) by contacting the Superintendent.

Additional information, including parental rights and the full text of Rules 51 and 55, is available on the Nebraska Department of Education website:
https://www.education.ne.gov/sped/regulations.html

Students with Disabilities: Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability. Eligible students may receive accommodations, related services, and other supports necessary to provide equal access to educational programs and activities.

Parents and guardians of students eligible under Section 504 have the right to:

- Have their child participate in and benefit from school programs and activities without discrimination.
- Be informed of their rights under Section 504.
- Receive notice regarding the identification, evaluation, eligibility, or educational placement of their child.

- Have their child receive a free appropriate public education (FAPE), including reasonable accommodations and services in the least restrictive environment.
- Have their child educated in facilities and receive services comparable to those provided to students without disabilities.
- Receive an individualized evaluation before eligibility or placement decisions are made.
- Have decisions regarding identification, evaluation, eligibility, and placement based on multiple sources of information and made by individuals knowledgeable about the student, evaluation data, and placement options.
- Receive transportation to an alternative placement, when required, at no greater cost than transportation provided by the District.
- Have their child participate equally in nonacademic and extracurricular activities.
- Inspect and obtain copies of educational records in accordance with applicable law.
- Request an explanation or interpretation of educational records.
- Request amendment of educational records believed to be inaccurate, misleading, or in violation of the student's privacy rights, and request a hearing if the District denies the request.
- File a grievance in accordance with District policy.
- Request an impartial hearing regarding decisions related to identification, evaluation, eligibility, educational program, or placement, with the opportunity to participate, be represented by legal counsel, and seek review as provided by District procedures.

Guidance & Counseling Services

The goal of the Elementary Counseling Program is to facilitate the personal and social development and academic success of every student. The Elementary Counseling Program provides individual and group counseling, developmental guidance activities, and support guidance based on individual and school needs. If you wish to see the counselor, stop by the counselor's office and/or call to make arrangements for an appointment.

English Language Learners (ELL) Program

English Language Learners program is a regular education program available to all qualified students who qualify for additional language support services. To initiate the process for any student who may qualify (K-6), individuals should notify Ms. Shawn Hoffmann by contacting the Elementary School Office.

Multicultural Policy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live

successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Library

The library is open from 8:00 am - 4:00 pm and open to all students and staff. The library/media center is an area where students can find a variety of materials to help in the preparation of lessons, special reports, or simply the enjoyment of the materials available. For more information regarding the library, please see Mrs. Villagrana.

School Nurse

The school nurse, Mrs. Kim Thomas, is available to all students, grades K-12. The nurse's schedule fluctuates, but is at the elementary during the morning hours. Students are screened in the areas of vision, hearing, height, weight, dental and posture. The nurse also assists in the health education curriculum. The nurse may be contacted during the school day by calling the Elementary School Office (623-2828) or the high school (623-2235).

Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school. **A sick child at school must go home!**

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications

also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations
For 2026-2027 School Year

Student Age Group	**Required Vaccines**
Ages 2 through 5 years enrolled in a school based	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine

program not licensed as a child care provider	3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

Summary of the School Immunization Rules & Regulations
http://dhhs.ne.gov/Immunization/School-Summary-RR-English.pdf

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate. Please call the MES office if you need assistance.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents would include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

- ➔ Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
- ➔ Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
- ➔ A child who is sent home from school for head lice should miss no more than two (2) school days.
- ➔ A child who has been sent from school due to head lice must come to the nurse for inspection before returning to class.
- ➔ A child who returns to class with nits (eggs) will be checked again in 7-10 days.
- ➔ Families are encouraged to report head lice to the school nurse.
- ➔ Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

PROTOCOL:

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

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

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

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

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

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

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

EMERGENCY PROTOCOL:

1. CALL 911

1. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol.
2. Check airway patency, breathing, respiratory rate, and pulse
3. Administer medications (EpiPen and Albuterol) per standing order
4. Determine cause as quickly as possible
5. Monitor vital signs (pulse, respiration, etc.)

6. Contact parents immediately and physician as soon as possible
7. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

Food Services

School Breakfast Program:

- ➔ The cost for an elementary student breakfast per meal is $2.50
- ➔ The cost for adult breakfast per meal is $3.75
- ➔ Breakfast begins at 7:30 am and concludes at 8:00 am

School Lunch Program:

- ➔ The cost for an elementary student lunch per meal is $3.00
- ➔ The cost for an adult lunch per meal is $5.00
- ➔ The cost for extra milk is $.40

Children have the opportunity to eat school lunch, bring a sack lunch and purchase milk, or go home for lunch. Please do not send pop, energy drinks, etc. with your child's lunch. Please let the office know in advance if you will be eating with your child.

The lunch program accounting system is a prepay system, which means that you deposit money into your family lunch account, and as your student(s) eat, the meal charge is deducted from your family account balance. This can be done in person/with students through the lunch room or may be done online through Infinite Campus. Students may not charge against their family account if the account has a zero or negative balance. Notifications through Infinite Campus are sent when the balance is low. If the family account falls to a zero or negative balance, the school will send home a written notice of the account status and the amount owed. Additional contact will be made by the building principal or his/her designee. If the negative balance becomes (-$25), the student(s) will receive an alternative cold sack lunch until lunch balance is positive. It is necessary to keep money in the family account so your children can continue to purchase against it.

No "outside" food (Subway, McDonalds, etc.) is allowed to be eaten in the cafeteria. This does not include packed lunches brought from home. The Food Service Program must follow the rules and guidelines set by the National School Lunch Program and the Department of Agriculture. MPS cannot jeopardize Food Service status and appreciates your cooperation. **The school will no longer use a microwave to heat lunches brought from home so we ask that students bring "cold" lunches to school - food items that require no preparation.**

Lunch Times - Monday - Friday:

Kindergarten	11:10 am
Grade 1	11:15 am
Grade 2	11:30 am
Grade 3	11:45 am
Grades 4	12:00 pm
Grades 5 & 6 (Friday)	12:15 pm
Grade 6	12:30 pm (M-Th)

MORE INFORMATION PERTAINING TO FOOD SERVICES CAN BE FOUND UNDER SECTION 10: STATE & FEDERAL PROGRAMS

Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

General Conduct Rules Apply: While riding school buses you are expected to follow the same student conduct rules which apply when you are on school property or attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

Special Conduct Rules for Riding School Buses.

Rules for Getting On and Off the Bus

- ➔ Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pickup time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
- ➔ While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
- ➔ You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
- ➔ If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

Rules on the Bus

- ➔ Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
- ➔ Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
- ➔ Talk quietly and use appropriate language.
- ➔ Keep all parts of your body inside the bus.
- ➔ Keep your arms, legs and belongings to yourself.
- ➔ No fighting, harassment, bullying, intimidation or horseplay.
- ➔ Do not throw any object.
- ➔ No eating, drinking, use of tobacco, alcohol, drugs or flammables.
- ➔ Do not bring any weapon (real or imitation) or dangerous objects on the school bus. Do not bring toys on the bus unless the bus driver approves.
- ➔ Do not damage the school bus.
- ➔ Keep hands and feet to self.

Getting the Driver's Assistance: If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Section 7 Drugs, Alcohol, & Tobacco

Drug-Free Schools

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

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. Red Ribbon Week is celebrated every October at MES.

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

Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco

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

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

Disciplinary Sanctions

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

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

Intervention

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

Administration

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

Section 8 Student Rights, Conduct, Rules & Regulations

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

MES Philosophy-
When a student is keeping a teacher from teaching and other students from learning – that student will be removed from the classroom. The amount of out of class time and further consequence will be determined by the building principal and classroom teacher.

Mitchell Elementary utilizes a "Stick" Program to monitor student behavior. The "Stick" Program is a modified assertive discipline approach to student management. Every student receives three "sticks" to start each school day. A strike is when a student loses three or more sticks in a school day. A student that receives three or more strikes in one semester is ineligible for certain school incentives. The following procedures are to be followed by both the student and staff member:

1. **When a student loses three or more sticks in one school day the student loses a "strike".**
2. **Teacher/staff member explains to the student why the stick/s and/or strike were taken.**
3. **Teacher/staff member completes Mitchell Elementary Strike Form. This form explains why the student lost sticks.**
4. **Student takes form home to parents/guardians. We request that parents/guardians sign and/or acknowledge the form. Student must bring signed and/or acknowledged forms back to school on the following day the form was completed by the teacher/staff member.**
5. **Further disciplinary action will be taken when a student fails to bring the form back to school. The teacher/staff member will make one attempt to contact the parent/guardian when the form is not returned to school (via phone, email, personal visit, etc.).**

The following are circumstances where a student would lose a stick and/or strike:

1 Stick	**➔ Inappropriate behavior on school grounds or any school activity** **➔ Tardy for school or class** **➔ Inappropriate Language** **➔ Excessive talking in class** **➔ Any inappropriate classroom behavior** **➔ Lack of organization** **➔ Missing and/or lack of completed homework** **➔ Academic issues such as late work, lack of effort, academic dishonesty,etc.**
3 Sticks/Strike* **In School Suspensions &** **Out of School Suspensions are possible consequences for "3 Strike" actions.** ***Further disciplinary action could be taken.**	**➔ Disrespect towards staff or students** **➔ Inappropriate Language** **➔ Fighting** **➔ Assault** **➔ Threatening or intimidating behaviors** **➔ Bullying behaviors** **➔ Cyberbullying** **➔ "Sexting"** **➔ Endangering behavior on school grounds (throwing rocks, snowballs, balls, excessively rough play, etc.)** **➔ Inappropriate cafeteria behavior (throwing food, lack of manners, etc.)** **➔ Inappropriate Behavior on Bus** **➔ Cheating/Academic Dishonesty** **➔ Theft** **➔ Lying to staff** **➔ Habitual academic problems** **➔ Missing academic projects and/or assignments**

	➔ **Classroom disruption** ➔ **Inappropriate behavior/s at school activities (this includes jh/hs activities)** ➔ **Slander** ➔ **Possession of illegal substance on school grounds** ➔ **Possession of weapon/s (sharp objects, knife, gun, etc.)** ➔ **Destruction or attempted destruction of school property**

MES DISCIPLINE POINT SYSTEM

Disciplinary Points System - 100 point maximum

There are several categories of inappropriate student actions listed in the table below. The categories range from category 0 offenses, which are minor offenses, those not typically associated with disrupting the learning process, to Category 8 offenses, those that are criminal in nature and result in an automatic recommendation for expulsion. The following list is not meant to be totally inclusive. The principal will decide the appropriate placement for any inappropriate behavior not specifically addressed in the following table.

Category 0	**0 Points**
Offenses	➔ Teacher Discipline for Minor Offenses ➔ "Strike Offenses"
Consequences	➔ 1st Offense: Teacher/Student Conference ➔ 2nd Offense: Teacher Contact Parent ➔ 3rd Offense: Referred to Principal ➔ 4th Offense: Referred to Principal

Category 1	**5 Points**
Offenses	➔ Littering ➔ Profanity/Vulgarity ➔ Possession of Cell Phones, I-Pod, I-Pad, MP-3, Headphones, etc during the school day without teacher permission.
Consequences	➔ 1st Offense: Principal Conference ➔ 2nd Offense: Parent Notified ➔ 3rd Offense: 1 Day In-School Suspension ➔ 4th Offense: 1 Day Out of School Suspension

Category 2	**10 Points**
Offenses	➔ Skipping School ➔ Cheating ➔ Disorderly Conduct ➔ Inappropriate Dress ➔ Inappropriate Cafeteria Behavior

	➔ Indecent Material ➔ Lying ➔ Leaving School Grounds Without Permission ➔ Misuse of School Material & Equipment ➔ Disorderly Conduct of School Bus ➔ Failure to Report for Recess and/or Detention ➔ Profanity/Vulgarity ➔ Forgery of Note/s ➔ Other
Consequences	➔ 1st Offense: Strike ➔ 2nd Offense: 1 Day In School Suspension ➔ 3rd Offense: 2 Day Out of School Suspension ➔ 4th Offense: 3 Day Out of School Suspension ➔ 5th Offense: 5 Day Out of School Suspension

Category 3	**10 Points**
Offenses	➔ Disruption of School/Class ➔ Disruption of Assemblies or Programs ➔ Inappropriate Behavioral Gestures ➔ Disruptive Objects ➔ Profanity/Vulgarity ➔ Other
Consequences	➔ Parent Notification: 1 Day In School Suspension ➔ 2nd Offense: 2 Day In School Suspension ➔ 3rd Offense: 2 Day Out of School Suspension ➔ 4th Offense: 3 Day Out of School Suspension ➔ 5th Offense: 5 Day Out of School Suspension ➔ 6th Offense: Attendance Policy

Category 4	**20 Points**
Offenses	➔ Minor Vandalism ➔ Theft ➔ Disrespect to Staff ➔ Harassment/Intimidation/Bullying
Consequences	➔ 1st Offense: 1 Day In School Suspension ➔ 2nd Offense: 2 Day Out of School Suspension ➔ 3rd Offense: 3 Day Out of School Suspension ➔ 4th Offense: 5 Day Out of School Suspension ➔ 5th Offense: Attendance Policy

Category 5	**25 Points**
Offenses	➔ Gross Misbehavior ➔ Harassment/Intimidation/Bullying ➔ Major Theft ➔ Verbal Assault ➔ Insubordination/Disobedience ➔ Fighting (Police Contacted) ➔ Smoking, Possession or Use of Tobacco on School Grounds ➔ Major Disrespect Towards Staff
Consequences	➔ 1st Offense: 3 Day Out of School Suspension ➔ 2nd Offense: 3 Day Out of School Suspension ➔ 3rd Offense: 5 Day Out of School Suspension ➔ 4th Offense: Attendance Policy

Category 6	**30 Points**
Offenses	➔ Indecent Exposure ➔ Intimate Acts ➔ Open/Persistent Defiance of Authority ➔ Vandalism ➔ Major Disrespect Towards Staff ➔ Threatening Behavior: Written, Verbal, or Physical to Staff Members ➔ Sexual Harassment - Verbal
Consequences	➔ 1st Offense: 5 Days Out of School Suspension ➔ 2nd Offense: 10 Days Out of School Suspension ➔ 3rd Offense: Attendance Policy

Category 7	**50 Points**
Offenses	➔ Extortion ➔ False Fire Alarm ➔ Possession of Weapon other than Firearm (Police Could Be Contacted) ➔ Physical Assault ➔ Other
Consequences	➔ 1st Offense: 5 Days Out of School Suspension ➔ 2nd Offense: 10 Days Out of School Suspension ➔ 3rd Offense: Recommended Expulsion

Category 8	**100 Points**
Offenses	➔ Arson ➔ Bomb Threat ➔ Physical Assault on Employee ➔ Possession and/or Use of Explosives ➔ Use of Any Instrument as a Weapon ➔ Vandalism ➔ Possession of a Firearm ➔ Alcohol/Drug Possession or Use (Police will be contacted) ➔ Alcohol/Drug Selling ➔ Physical Sexual Harassment ➔ Other
Consequences	➔ 1st Offense: Recommended Expulsion

Disrespect of MES Staff

Students are at school to learn. It is our staff's responsibility to push students to the best of their ability. All staff are responsible to maintain the order and discipline of students at MES. Disrespect towards staff will not be tolerated and will be handled accordingly. Students and parents must be aware that there are no reasons to ever be disrespectful towards staff. We stress kindness with our staff and expect the same with students. One of the greatest things we teach students is how to get along with peers and adults. We expect mutual respect between students & staff members.

Cafeteria Expectations

- ➔ **Show respect to classmates, adults, & parents.**
- ➔ **Demonstrate good manners.**
- ➔ **Keep your hands to yourself – do not touch your neighbor's plate or food.**
- ➔ **Throwing food is absolutely prohibited.**
- ➔ **Students must stay in their seats. Raise hands for adult assistance.**
- ➔ **Food is for eating, not playing.**
- ➔ **Food, utensils, & milk cartons are not to be taken out of the cafeteria unless given permission.**
- ➔ **Appropriate language is required at all times.**
- ➔ **Clean your area and pick-up all your utensils, trash, etc. when you leave your table.**
- ➔ **An adult will dismiss students.**
- ➔ **No talking when lights are turned-off**
- ➔ **Students may ask 2-two friends/classmates to eat/sit with them when parents, family, etc. come to the cafeteria.**
- ➔ **Students that cannot abide by cafeteria rules will eat alone.**

Playground Expectations

- ➔ **Safety, Safety, Safety**
- ➔ **Students must abide by all requests made by all employees of the school (adults of school).**
- ➔ **Students must ask permission before leaving the playground for any reason.**
- ➔ **Students "seated" must stay "seated" throughout the duration of the recess.**
- ➔ **Students must be visible to adults on the playground.**
- ➔ **Students are not to throw rocks, snowballs, ice, dirt, etc.**
- ➔ **Students are not to climb the fence.**
- ➔ **Students must use appropriate language at all times. Bullying, gossiping, and other violations of the "tongue/mouth" are prohibited.**
- ➔ **Tackle football is prohibited. Students will be "seated" for rough play.**
- ➔ **Students must stay off ice/icy areas.**
- ➔ **Students must stay in designated areas.**
- ➔ **Students are to line up immediately as soon as the bell rings or the teacher whistles.**
- ➔ **Students are not to use any type of ball around the playground equipment.**
- ➔ **All playground equipment must be used appropriately.**
- ➔ **Students are to get involved in organized games and activities.**
- ➔ **Swing Rules:**
  - ◆ **No twisting**
  - ◆ **No jumping out of swings**
  - ◆ **No balls in the area**
  - ◆ **One person per swing**
  - ◆ **No pushing or shoving**

Students that do not abide by playground rules or have displayed a continued disregard for safety will lose their recess privilege.

It is never our intention to remove recess from students. At MES, we strongly advocate for students to get the maximum recess time daily. Recess serves so many positive purposes. BUT, if a student continues to put other students or themselves in danger - dangerous and/or careless behaviors - recess will no longer be an option for that student or a special circumstances recess will be offered.

Forms of School Discipline

- ➔ **Truancy**, including failure to attend school, assigned classes, or activities, or repeated tardiness.
- ➔ **Use of profane or abusive language or conduct**, whether written, spoken, or through gestures, toward students or staff. This includes language or conduct commonly understood to be derogatory toward an individual or group based on race, gender, disability, national origin, or religion.
- ➔ **Dress, grooming, or speech** that is dangerous to the student's health or safety or that of others; is lewd, indecent, vulgar, or plainly offensive; materially and substantially disrupts the school environment; or repeatedly violates the school's dress and grooming standards.

Emergency Exclusion/Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school activity for up to five (5) school days (short-term suspension) for:

- Conduct that constitutes grounds for expulsion, whether occurring on or off school grounds.
- Violations of Board of Education or school rules and standards of behavior occurring on or off school grounds when the conduct interferes with school purposes or has a nexus to the school.

The following procedures apply to emergency exclusion and short-term suspension:

- The Principal or designee will conduct a reasonable investigation of the facts and determine whether the suspension is necessary to assist the student, further school purposes, or prevent interference with school purposes.
- Before the suspension begins, the student will receive oral or written notice of the charges, an explanation of the evidence, and an opportunity to present their version of the facts.
- Within 24 hours, or as soon thereafter as reasonably necessary, the Principal or designee will provide written notice to the student and the student's parent or guardian describing the conduct, rule violation, and reasons for the suspension. The notice will also include available school or community resources to support the student and an

actionable plan describing strategies to address the behavior and maximize the student's successful return to school.
- The student and parent or guardian will be given an opportunity to meet with the Principal or designee before or upon the student's return to school. The Principal or designee will determine who else may attend the conference.
- A student serving a short-term suspension may not be on school grounds or attend school activities without the express permission of the Principal.

Long-Term Suspension:

A **long-term suspension** is the exclusion of a student from school and all school activities for more than five (5) school days but fewer than twenty (20) school days.

A student serving a long-term suspension may not be on school grounds or attend school activities without the express permission of the Principal.

When the Principal recommends a long-term suspension, written notice will be provided to the student and the student's parent or guardian. The notice will include the procedures governing a long-term suspension in accordance with the **Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-267)**.

Expulsion:

Expulsion is the exclusion of a student from all district schools, school grounds, and school activities. An expulsion may last for the remainder of the current semester unless otherwise provided by law, including when:

- The misconduct occurs within ten (10) school days of the end of the first semester, in which case the expulsion continues through the second semester.
- The misconduct occurs within ten (10) school days of the end of the second semester, in which case the expulsion continues through summer school and the first semester of the following school year.
- State law permits or requires a longer period of removal.

The District may modify or terminate an expulsion at any time during the expulsion period.

Suspension Pending Hearing

When the Principal recommends a long-term suspension, expulsion, or mandatory reassignment, the student may be suspended pending the outcome of the disciplinary process if immediate removal is necessary to:

- Prevent or substantially reduce interference with school purposes or educational functions; or

- Protect the safety of the student, other students, staff, or school volunteers.

Summer Review

Any expulsion that extends into the first semester of the following school year will be reviewed before the school year begins, as required by Nebraska law.

Alternative Education

Students who are expelled may be offered an alternative education program that allows them to continue earning academic credit toward graduation. If an alternative education program is not available, the District will develop a plan for the student in accordance with Nebraska law.

Suspension of Enforcement of Expulsion

The District may suspend (stay) enforcement of an expulsion for up to one (1) additional semester beyond the semester in which the expulsion takes effect. As a condition of the stay, the student and parent or guardian must sign a discipline agreement.

Students on Court or Juvenile Probation

Before readmitting an expelled student under age 19 who is supervised by a juvenile or adult probation officer and whose probation requires school attendance, the Principal or designee will work with the probation officer to develop behavior expectations, consequences for misconduct, and educational goals in accordance with state law. Upon return, the student may be evaluated for special education eligibility with appropriate parental consent. Subsequent misconduct may result in additional disciplinary action as provided by Board policy and state law.

Other Forms of Student Discipline

School staff may use disciplinary measures other than removal from school when reasonably necessary to support the student, further school purposes, or prevent disruption of the educational process. These measures may include, but are not limited to:

- Counseling
- Parent conferences
- Schedule changes
- After school assignments
- Restriction from extracurricular activities
- In school suspension
- Counseling, psychological evaluation, or psychiatric evaluation with written parent or guardian consent

Students are expected to comply with all assigned disciplinary measures. Failure to do so may result in additional disciplinary action, up to and including expulsion.

Student Conduct Expectations

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

Grounds for Emergency Exclusion, Short-Term Suspension, Long-Term Suspension, Expulsion, or Mandatory Reassignment

The Board of Education has determined that the following conduct has the potential to seriously affect the health, safety, or welfare of students, staff, or others, or to substantially interfere with the educational process. Such conduct may result in emergency exclusion, short-term suspension, long-term suspension, expulsion, mandatory reassignment, or other appropriate disciplinary action when it occurs on school grounds, in a school-owned, leased, or contracted vehicle being used for a school purpose, in a vehicle driven for a school purpose by a school employee or designee, or at a school-sponsored activity or athletic event.

Grounds for disciplinary action include, but are not limited to:

- Willfully disobeying reasonable directions from school staff or demonstrating repeated disrespect toward school personnel.
- Violence, force, coercion, threats, intimidation, harassment, bullying, cyberbullying, or other conduct that substantially interferes with school purposes.
- Causing or attempting to cause personal injury to any person, including a student, school employee, or school volunteer, except when caused by accident, self-defense, or the reasonable protection of another person.
- Theft, attempted theft, vandalism, arson, or willfully causing or attempting to cause damage to property.
- Extortion or threatening another student for the purpose of obtaining money or property.
- Possessing, handling, transmitting, or using a weapon, look-alike weapon, explosive device, or fireworks.
- Selling, using, possessing, distributing, or being under the influence of alcohol, tobacco, nicotine products, vapor products, controlled substances, inhalants, imitation controlled substances, or drug paraphernalia, except as prescribed by a licensed healthcare provider.
- Public indecency or sexual conduct.
- Sexual assault or attempted sexual assault.
- Dating violence.

- Impersonating a Mitchell Public Schools employee through electronic or other means, including the unauthorized use of a staff member's name, image, contact information, or other identifying information. Law enforcement may be notified when appropriate.
- Engaging in conduct prohibited by law that endangers students or substantially disrupts school purposes.
- Repeated violations of District rules or standards of conduct that substantially interfere with school purposes.
- Violating District transportation or school bus behavioral expectations.

Mandatory Expulsion

In accordance with Nebraska law, a student shall be expelled for the period prescribed by law for the following conduct:

- Knowingly and intentionally using force to cause or attempt to cause personal injury to a school employee, school volunteer, or student, except when caused by accident, self-defense, or the reasonable protection of another person.
- Knowingly and intentionally possessing, using, or transmitting a dangerous weapon, other than a firearm.
- Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or at a school-sponsored activity or educational event. This conduct shall result in a one (1) calendar year expulsion unless modified in writing by the Superintendent on a case-by-case basis as permitted by law.

Firearms or Weapons for Educational Purposes

Firearms or other dangerous weapons may be brought to school only with prior written approval from the student's teacher, building administrator, and parent or guardian, and only for a legitimate educational purpose. A written plan for transportation, storage, supervision, and display must be approved in advance. Firearms or other dangerous weapons must remain inoperable while on school property and under the supervision of an adult staff member except as necessary to fulfill the approved educational purpose.

Additional Student Conduct Expectations

The District may establish additional rules and standards governing student conduct in classrooms, extracurricular activities, athletics, transportation, and other school-sponsored programs. Failure to comply with these expectations may result in appropriate disciplinary action in accordance with Board policy and applicable law.

BEHAVIOR DEFINITIONS

Bullying / Cyberbullying / Harassment / Intimidation
Any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by Mitchell Public Schools being used for a school purpose by a school employee or his or her designee, or at school sponsored activities or school sponsored athletic events in which there is evidence of attempted control or power over another individual or peer which interferes with said student's learning opportunity.

Disrespect to Faculty Member or Employee
Lack of Respect

Disruption of School / Class / Assemblies
Examples include yelling and/or running in the halls, persistent talking in class, horseplay, throwing things, etc.

Disruptive Objects
Tacks, whistles, rubber bands, etc.

Drug Possession
This includes paraphernalia.

Explosives, Fireworks, AND Foul Substances
Any article containing an explosive or combustible substance (including fireworks) or foul offensive or injurious substances or compounds with intent to use the same against the person or property of another.

Extortion / Blackmail
The direct attempt to extract money, goods or favors from another individual through coercion, force or threats.

False Alarm of Fire
Raising or creating any false alarm of fire in or to any buildings or part of any building structure or property of the school district by any means or manner.

False Call
The act of claiming the name of another person to excuse a student from class or school.

Fighting
The act of quarreling, (physical or verbal), which could, or does result in bodily contact, in or on school property, including any activity under school sponsorship. City Police will be called.

Forgery
The act of using in writing the name of another person, or falsifying times, dates, grades, addresses, or other data on school forms.

Gross Misbehavior
Misbehaving that is totally beyond simple inappropriate behavior; overt behavior that threatens property or the safety and well-being or others including the promoting of fighting.

Illegal Entry
Forced entry or entry without administrative authorization into a building, room, or school property.

Illegal Explosives
Possessing, using, threatening to use or transferring any weapon or instrument capable of inflicting bodily injury.

Inappropriate Behavior / Gestures
Behavior on school grounds or school activities that is not acceptable as measured by the general standards of the school and community including words, gestures, pictures, etc.

Inappropriate Dress
Apparel with drugs, alcohol, sexual references or vulgarity. All students must wear shoes or some form of footwear at all times.

Indecent Exposure
The act of intentionally exposing part of one's body. The act of intentionally exposing the body of another person.
Indecent Material
The act of portraying obscenity or vulgarity in pictures or caricatures in assignments, on any personal property visible to others at school, or on any school property. This may also include drug and alcohol depictions.
Insubordination
Disregard for the authority of staff members and employees.
Intimate Acts
Prolonged public display of affection or inappropriate public physical contact in the school setting or on school property.
Littering
To dump, deposit, place, throw, or leave litter in and on school property other than in receptacles set aside for such purposes.
Loitering
Being somewhere other than where authorized and refusing to leave when ordered; being in a school area without an authorized pass.
Major Theft
Theft of property valued at or over $20.00
Minor Vandalism
Vandalism of property or materials with a value of less than $20.00.
Misuse of School Materials
Misusing and/or using school materials in an authorized manner short of major destruction, writing on or marking desks, books, lockers, using shop materials, home economics, food products, etc.
Cell Phones/I-Pods/MP-3's/Headphones
An electronic device used to communicate information.
Open/Persistent Defiance of Authority
Continuously challenging the authority of any adult. (Could occur over a period of time or in one particular instance.)
Physical or Verbal Assault
The act of initiating a violent, (physical or verbal) attack against another student on school property, on a school bus, or at a school event.
Plagiarize
To steal and pass off as one's own work, without crediting the source.
Possession or Illegal Use of Weapon
The act of possessing, using, or threatening to use any weapon or instrument capable of inflicting bodily injury.
Possession / Use of Tobacco
Smoking/Chewing by any student or the possession of smoking materials or chewing tobacco) is not permitted on school property, at activities or events. For purposes of the tobacco free environment, possession of cigars, cigarettes, chewing tobacco, nicotine products and vapor products (including e-cigarettes) are violations.
Profanity
The use of language that is unacceptable to school/community standards. F- word is placed in Category III.
Public Display of Affection

The showing of affection that is not appropriate in the school setting (such as kissing or embracing).

School Property

This is defined as any building, buildings, and part of any building, structure, land, or property of the school district.

Sexual Harassment

a) Sexual harassment is behavior expressed in words, pictures or actions that is offensive to a person.
b) Sexual harassment must involve issues of sexuality.
c) Sexual harassment is not welcomed and may be embarrassing or uncomfortable for the victim to experience.
d) Sexual harassment is one-sided.
e) Sexual harassment is about power.
f) Sexual harassment is a violation of Mitchell Public Schools.
g) Sexual harassment is a violation of law: Title IX, Title VII and/or the Nebraska Equal Opportunity in Education Act. Other laws may also be violated if sexual harassment has happened.

Who Can Be Victims?

Anyone can be sexually harassed. This means that students, teachers, parents, or others who are part of a school (janitors, bus drivers, and office, or lunchroom staff) may be victims of sexual harassment. Victims can be male or female. Females experience sexual harassment more often than males.

Dating violence that occurs within the scope of an educational program or activity may meet the definition of Title IX Sexual Harassment. Complaints received by the district of possible Title IX Sexual Harassment may require a procedural referral to the district Title IX coordinator for investigation.

Spitting

To eject (as saliva) from the mouth.

Theft

The act of acquiring and/or being in possession of the property of another without consent.

Trespass

Entering upon the lands or premises of the school district without authority after having been forbidden to do so by school staff, or upon being notified to depart the area by members of the school staff, refusing or neglecting to depart there from.

Truancy

The act of unauthorized absence from school for any period of time. Chronic tardiness may be considered truancy.

Unauthorized Games in the School Building

Gambling, poker, etc.

Unlawful Intimidation of School Authority

Interfering with administrators, teachers, or other school personnel by force or violence.

Vandalism

Destruction of school property or property belonging to another.

Verbal/Physical/Written Threat to Teachers/Staff

Any verbal, physical or written threat which insults or abuses any staff member or otherwise shows disrespect.

Vulgarity

Defined as offensive, lewd, obscene.

Dress Code and Grooming: The administration believes students' dress or grooming that cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees or visitors is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a positive learning environment.

The administration expects students to be clean and well groomed and wear clothes in good repair and appropriate for the time, place and occasion. **When, in the judgment of the principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.**

The administration respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance. "Caregiver" in this policy shall include any parent, guardian or other adult caregiver who is on record with the District as one of the student's official custodians.

General Principles/Standards

1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.
2. Respect of Individuality: Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.
4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, hate speech or sexual innuendo. Caps/Hats/Hoods Up are prohibited unless approved by administration. Revealing attire; shirts with thin straps, tank tops, shirts which reveal cleavage, short mini skirts and exposed midriff areas are prohibited. In these cases, the District reserved the right to request immediate attire changes from students.

Health and Safety Considerations:

In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individuals.
2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

Enforcement:

Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

Training and Awareness:

The district will communicate this policy with students and families in their preferred languages(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

Confidentiality:

Administration will handle all information related to students', race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside pirates.

Parental Consent:

Administration will make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person), explaining why adjustments to the student's attire or grooming are needed to meet health and safety standards.
2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational experience.

3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.
4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accomodation. A copy of this written consent should be provided to the caregiver.
5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

Personal Electronic Devices:

Philosophy & Purpose: "Mitchell Public Schools values a safe, focused educational environment, free from the distractions of personal communication devices, to foster academic excellence, personal growth, respectful interactions, and meaningful engagement in learning for every student."

Nebraska Legislative Bill 140 and Mitchell Board of Education policy 504.12 require rules and policies that prohibit the use of electronic communication devices by students while on school property or attending a school instructional function. These devices create many problems in the educational setting and security issues fo the school and have potential to lead to the following negative outcomes for students:

- Disengagement from class and activities.
- Disengagement from positive personal relationships with staff and students.
- Cyberbullying
- Skipping classes and activities
- Verbal of physical altercations or other safety related activities.

Students are asked to leave these items at home. If a student must have these devices at school, they are to be turned off prior to entering the school building and turned into their homeroom teacher for the remainder of the school day. Students that leave campus for any reason may take their phones with them, but must comply with this policy immediately upon their return to school property.

Expectations would include:

1. When required by a student's individualized education program developed under the Special Education Act and its rules and regulations adopted or a plan developed under Section 504 of the Federal Rehabilitation Act of 1973, 29 U.S.C 794.
2. When authorized by the District for Educational purposes during instructional time.
3. In the case of an emergency or perceived threat of danger.
4. When necessary to monitor or manage a student's health care.

5. When appropriate under District policies or otherwise allowed by an appropriate school employee (Administrator).

Students **MAY NOT** use cell phones or other electronic devices at any time, while at recess or restrooms, regardless of exemptions status, unless specifically stated by a physician.

Any electronic device that is discovered on the student or turned on in the hallways or recess will be confiscated by school personnel. Refusal will result in a behavior referral for insubordination.

Consequences for personal electronic device infractions will be as follows:

First Offense: The electronic device will be confiscated, parents will be notified, and the student will receive a 30 minute detention. Device will be returned to the student following the served detention. Category II - 10 Discipline Points

Second Offense: The electronic device will be confiscated. Parents will be notified and the student will receive a 1-day in-school suspension. A parent will need to conference and pick up the device from the Administrative Office. Category II - 10 Discipline Points

Third Offense: The electronic device will be confiscated. Parents will be notified and the student will receive a 2-day in-school suspension. A parent will need to conference and pick up the device from the Administrative Office. Category II - 10 Discipline Points

Fourth and Recurring Offenses: The electronic device will be confiscated. Parents will be notified and the student will receive a 2-day in-school suspension. A parent will need to conference and pick up the device from the Administrative Office. Category II - 10 Discipline Points

This policy does not authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Alterations to these consequences may be adapted due to the circumstances through administrative discretion.

Any disciplinary points accumulated through this policy will accrue to the students 100 point limit regarding the Mitchell Elementary Discipline Policy which could lead to expulsion.

Communication between student/parent or parent/student shall take place via the administrative office telephone. Students will not be excused from a class session to use the phone unless it is an emergency.

Any requests for temporary access to a personal communication device must be made directory to school administration. A final decision will be made by the administration to ensure the policy is being implemented in a consistent, equitable manner.

Students may use cell phones or other electronic devices outside the school and in the hallways of the school AFTER SCHOOL, so long as they do not create a distraction for disruption.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

In addition to any prohibitions on electronic communication devices stated above, students shall not use such devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an expectation of privacy.
The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and /or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the students code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Religious Based Exclusion from a School Program:
Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorized the administration to allow the exclusion if it is not disruptive to the educational program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.
In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing
2. The objections shall be based on religious beliefs
3. The objection shall state which activities or studies violate their religious beliefs
4. The objection shall state a proposed alternative activity or study

The Principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because or religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for

promotion to the next grade level. Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternative supervised activity or study.

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

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

Inappropriate Public Displays of Affection:
Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.

Specific Rule Items:
The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

- ➔ Students are expected to bring all books and necessary materials to class.
- ➔ Assignments for all classes are due as assigned by the teacher.
- ➔ Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- ➔ Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others. This includes toys, etc.

Network, Computer, Internet, & Other Rules:
General Rules:

- ➔ The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed

to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

- ➔ Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- ➔ Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- ➔ Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- ➔ The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Policy & Rules for Acceptable Use of Computers & the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

- ➔ Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
- ➔ Users shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
- ➔ Users shall not use or try to discover another user's account or password.
- ➔ Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

- ➔ Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- ➔ Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- ➔ Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
- ➔ Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
- ➔ Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
- ➔ Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
- ➔ Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Etiquette & Rules for Use of Computers & the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other online services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

- ➔ Be polite. Do not become abusive in your messages to others.
- ➔ Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
- ➔ Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
- ➔ Note that electronic mail (email) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
- ➔ All communications and information accessible via the network should be assumed to be private property of others.
- ➔ Do not place unlawful information on any network system.

- ➔ Keep paragraphs and messages short and to the point. Focus on one subject per message.
- ➔ Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- ➔ Other rules may be established by the network administrators or teachers from time to time.

Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

- ➔ Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Reporting Student Law Violations:

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

➔ Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Nebraska Legislative Bill 79-264.

Student; exclusion; circumstances; emergency exclusion; procedure.

(1) Any student may be excluded from school in the following circumstances, subject to the procedural provisions of section 79-265, and, if longer than five school days, subject to the provisions of subsection (3) of this section:

(a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

(b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

(2) Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last not longer than is necessary to avoid the dangers described in subsection (1) of this section.

(3) If the superintendent or his or her designee determines that such emergency exclusion shall extend beyond five days, the school board shall adopt a procedure for a hearing to be held and a final determination made within ten school days after the initial date of exclusion. Such procedure shall substantially comply with the provisions of sections 79-266 to 79-287, and such provisions shall be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

Mitchell Elementary Incentive Program
Mitchell Elementary's Philosophy is to reward and acknowledge students for doing the right thing.

➔ **UpDays**
- ◆ UpDays are held at the end of each quarter - October, December, March, & May. UpDay activities include: bowling, skating, golfing, hiking, movies, etc.
- ◆ Students are eligible for UpDays if they meet these requirements:
  - 78% or higher in all core classes OR ALL work is turned in and on time.
  - 1 Strike or Less per Quarter
  - If a student does not miss more than 5 (five) days for that quarter (exceptions are Doctor's notes, hospital stays, bereavement, etc.). Exceptions are reviewed by the classroom teacher & principal.

- **Students receiving special education services** may meet the academic eligibility requirement by demonstrating satisfactory progress toward their Individualized Education Program (IEP) goals, as determined by the student's teachers and special education staff.

Section 9 Extra-Curricular Activities - Rights, Conduct, Rules, & Regulations

Extra-Curricular Activities - Rights, Conduct, Rules and Regulations
MES offers several “extra-curricular” activities. These activities are generally conducted outside of the regular school day.

Extracurricular Activity Philosophy:
Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school’s program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students’ educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety:
The District’s philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants & Parents:
The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Extracurricular Activity Code of Conduct:
Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, the student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

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

self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.

- ➔ Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause disruption to school operations.
- ➔ Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive devices, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
- ➔ Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
- ➔ Public indecency.
- ➔ Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
- ➔ Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
- ➔ Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
- ➔ Repeated violation of any of the school rules.
- ➔ Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- ➔ The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
- ➔ Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or

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

- ➔ Willfully violating the behavioral expectations for those students riding Mitchell Public School buses or vehicles used for activity purposes.
- ➔ Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
- ➔ Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
- ➔ Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
- ➔ All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

School Dances:

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation. All rules of MES must be adhered to during attendance at school dances.

Attendance at Mitchell Junior High & High School Activities:

MES students are to abide by all school rules when attending any activity for Mitchell Junior or Senior High School. The following consequences will take place if a student is not following school rules at a school activity:

- ➔ Student will be warned & corrected concerning behavior;
- ➔ Student will be seated with a parent/guardian;
- ➔ Student will be sent home;
- ➔ Further consequence/action could take place when a student returns to school.

Parent's Roles in Extracurricular Activities:

Communication with your child:

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.

- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach or sponsor. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es) and/or sponsors. Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach and/or Sponsor:

- Communication you should expect from your child's coach/sponsor includes:
    - Philosophy of the coach/sponsor
    - Expectations the coach/sponsor has for your child
    - Locations and times of all practices, meetings, contests, etc.
    - Team/organization requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation
- Communication coaches/sponsors expect from parents
    - Concerns expressed directly to the coach/sponsor
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's/sponsor's philosophy and/or expectations

Appropriate concerns to discuss with coaches/sponsors:

- The treatment of your child, mentally and physically
- Ways to help your child improve
- Concerns about your child's behavior

Responsibilities of MES Students & Parents Attending Interscholastic Athletics and Other Extracurricular Activities at both the elementary and high school:

➔ Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.

- ➔ Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
- ➔ Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
- ➔ Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
- ➔ Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- ➔ Know that noise makers of any kind are not proper for indoor events.
- ➔ Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- ➔ Stay off the playing area at all times.
- ➔ Do not disturb others by throwing material onto the playing area.
- ➔ Show respect for officials, coaches, cheerleaders and student-athletes.
- ➔ Pay attention to the half-time program and do not disturb those who are watching.
- ➔ Respect public property by not damaging the equipment or the facility.
- ➔ Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- ➔ Refrain from the use of alcohol and drugs on the site of the contest.

Section 10 State & Federal Programs

State and Federal Programs
Notice of Nondiscrimination
The Mitchell Public Schools do not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

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

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

The Coordinator may be contacted at: Dr. Kathy Urbanek, 1819 19th Ave., Mitchell, NE 69357, 308-623-1707, kurbanek@mitchelltigers.org. The Title IX director, Jamie Batterman can be contacted at 1439 13th Avenue, Mitchell, NE 69357, 308 623-2828.

Anti-discrimination & Harassment Policy

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

Preventing Harassment and Discrimination of Students

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

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

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

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

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

Sexual harassment may exist when:

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

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline,

work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

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

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

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

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

Multicultural Policy
The philosophy of the District’s multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live

successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

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

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

- ➔ Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
- ➔ Have the school district advise you of your rights under federal law.
- ➔ Receive notice with respect to identification, evaluation or placement of your child.
- ➔ Have your child receive a free appropriate public education.
- ➔ Have your child receive services and be educated in facilities which are comparable to those provided to every student.
- ➔ 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.
- ➔ 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.
- ➔ Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- ➔ Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
- ➔ 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).
- ➔ File a local grievance.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- ➔ The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
- ➔ Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal

will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- ➔ The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
- ➔ Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- ➔ The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- ➔ One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.
- ➔ A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- ➔ Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
- ➔ The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Notice Concerning Directory Information

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

- ➔ Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;

- ➔ School and dates of attendance;
- ➔ Student's current grade;
- ➔ Student's enrollment status (e.g. full-time or part-time);
- ➔ Student's date of birth and place of birth;
- ➔ Student's extra-curricular participation;
- ➔ Student's achievement awards or honors;
- ➔ Student's weight and height if a member of an athletic team;
- ➔ Student's photograph; and
- ➔ School or school district the student attended before he or she enrolled in Mitchell Public Schools.

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

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

The District may disclose information about former students without meeting the conditions in this section.
The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:
The District designates the Mitchell Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical

security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Notice Concerning Disclosure of Student Recruiting Information

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

Notice to Parents of Students in Programs Receiving Title I Funding

Staff Qualifications:

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- ➔ Whether the student's teacher—
  - ◆ has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - ◆ is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - ◆ is teaching in the field of discipline of the certification of the teacher.
- ➔ Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out:

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt their child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- ➔ the subject matter assessed;
- ➔ the purpose for which the assessment is designed and used;
- ➔ the source of the requirement for the assessment;
- ➔ the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- ➔ the time and format for disseminating results.

Language Instruction Programs:
If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- ➔ be involved in the education of their children; and
- ➔ be active participants in assisting their children to—
  - ◆ attain English proficiency;
  - ◆ achieve at high levels within a well-rounded education; and
  - ◆ meet the challenging State academic standards expected of all students.

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

Please contact the administrative office to receive the foregoing information.

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

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

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

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

as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

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

subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

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

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

Notification to Parents of Dates of and Right to Opt-Out of Specific Events:
The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

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

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

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

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

Definition of Surveys of Matters Deemed to be Sensitive:
Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

- ➔ Political affiliations or beliefs of the student or the student's parent;
- ➔ Mental or psychological problems of the student or the student's parent;
- ➔ Sex behavior or attitudes;
- ➔ Illegal, antisocial, self-incriminating or demeaning behavior;
- ➔ Critical appraisals of other individuals with whom the student has close family relationships;
- ➔ Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- ➔ Religious practices, affiliations, or beliefs of the student or the student's parent;
- ➔ Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

Title I Parental Involvement Policy:
Mitchell Elementary Title I Policy:
Title I Parent Involvement Policy

The District's Title I Parental Involvement Policy is established in compliance with Federal law. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I

Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

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

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

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

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

- ➔ Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's

participation under the Title I program and to explain the requirements of the Title I program.

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

Shared Responsibilities for High Student Academic Achievement:

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

Building Capacity for Involvement:

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school

participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (5) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (6) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (7) may train parents to enhance the involvement of other parents; (8) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (9) may adopt and implement model approaches to improving parental involvement; (10) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (11) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (12) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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

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

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

No Stigmatization or Segregation of Homeless Students:
It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

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

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

legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

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

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

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

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

Breakfast and Lunch Programs

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

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 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. USDA is an equal opportunity provider and employer.

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

- ➔ Agrees to serve meals free to children from families whose income meets eligibility guidelines.
- ➔ Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
- ➔ Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
- ➔ In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
- ➔ Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunchroom; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.

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

The following information will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure