

Fillmore Central Middle School

2023-2024 Parents and Student Handbook



Our Mission: Excellence, Responsibility, and Life-long Learning

School Fight Song

Fillmore Central Middle School; to the Panthers we'll be true!
Fillmore Central Middle School; our loyalty is with you,
Silver, Black and Purple; reign supreme and true,
We are making History, marching on to Victory!!!

School Colors

Black, Silver, and Purple

School Mascot

Panthers

School Address & Telephone

Fillmore Central Middle School
950 F Street, Box 157
Fairmont, NE 68354
Phone: (402) 268-3411
Fax: (402) 268-3491

INDEX

	<u>PAGE</u>
Academic Requirements & Academic Standards for Extracurricular Activities	22-25
Alcohol & Drug Regulations	16
Arrival & Departures from School	9
Asthma and Allergic Reaction Procedures	25
Attendance	6-7
Breakfast and Lunch	5
Bullying Policy	17
Bus Policies and Procedures	17
Community Relations	30-31
Celebration and Rewards (Treats)	21
Cell Phones, Video Surveillance, Recordings, & Photographs	20-21
Communicable & Infectious Diseases	26
Computer Use & Network Security	18
Dating Violence	32
Directory	4
Disciplinary Procedures, Due Process & Hearing Procedures	12-15
Dress Expectations	19
Drug Free Policy	31
Emergency Routines	21
Extended School Room (ESRII)	8
Extracurricular Activities	5
Family Education Rights and Privacy Act	29
Grades and Grade Reports	21
Grading for Learning (GFL) Policy	50-51
Grievance Procedures	29
Health Care Paraprofessional	25
Immunization Rules and Regulations	27
Insurance	27
Internet Usage and Acceptable Usage Policy	46-51
Lockers; Personal and Valuable Items	28
Make Up Work	8
Medication	25
Mission Statement	3
Money	28
Notice Concerning Teacher Qualifications	29
PowerSchool and Accessing Students' Information	18
Retention Policy and Credit	24
School Closing	8
Sexual Harassment Policy	17
Student Behavior	9-15
Student Fees Policy	5
Student Responsibility for Reporting Violence	16
Student Rights	24
Student Testing and Surveys	5
Suspension, Expulsion & Exclusion	10-15
Tardiness	7-8
Telephone Usage	19
Textbook Usage	21
Title IX Policy	33-45
Tobacco Regulations	16
Visitors	28
Withdrawals and Transfers	7

WELCOME

Welcome to Fillmore Central Middle School for the 2023-2024 school year. The administration, faculty, and support staff are looking forward to the coming school year and hope it is very rewarding for you. Many of you have already attended FCMS; we welcome you back. To those of you attending for the first time, we welcome you to Fillmore Central Middle School.

INTRODUCTION

This handbook has been prepared to acquaint you with the curriculum, student services, and activities available to you at FCMS. Also included are the policies, which we all must observe in order to maintain the best possible learning environment. Please read this booklet carefully and refer back to it as needed.

It is our belief that young people must assume the responsibility for their actions and attitudes. This is the primary step in growing up. The school exists for the purpose of assisting you in the learning and maturing process. Acceptable behavior is expected of all students. This behavior must reflect good taste, decency, and sensitivity to the rights and property of others. In order to function properly, public school education must provide an equal learning opportunity for all students. In addition to the regular curriculum, principles and practices of good citizenship must be taught and demonstrated.

The rules and standards in this handbook apply to all school buildings or any school grounds during, immediately before, or immediately after school hours. They also apply to any school-sponsored function or event whether on or off school grounds. This handbook does not define all types and aspects of student conduct. However, the Board of Education has the responsibility to set forth policies, rules and regulations to help students conduct themselves in a proper manner as good citizens of a school community.

Policy explanations in this handbook are superseded by any and all school board policies passed regarding any of the items. Notification of any changes will be made available to students and parents. In addition, items may need to be revised to meet new laws, regulations, or situations. Any questions related to them should be referred to the school administration. This handbook is in effect until the issuance of a new edition. The student handbook is not intended to be all-inclusive; therefore, a student committing an act not listed will nevertheless be subject to the discretionary authority of the Fillmore Central Middle School.

TO THE PARENT/GUARDIAN

It is the purpose of this handbook to help familiarize you with the school. Cooperation between the home and school is more easily achieved as we become better acquainted. Without your cooperation, it is difficult for the school to help your child reach his/her educational goals. **It is necessary that all parents/guardians review this handbook with their children** so that complete understanding is reached on procedures, policies and regulations at Fillmore Central Middle School.

DISTRICT MISSION STATEMENT

Fillmore Central Public School's mission is to provide all students the opportunity and support to achieve excellence, develop responsibility, and become life-long learners.

BELIEFS

The following belief statements reflect the fundamental values and priorities of the Fillmore Central Public Schools.

We believe:

1. In the worth of the individual.
2. All students can learn.
3. Learning is a lifelong process.
4. In a positive, safe, and secured learning environment.
5. That education is a shared responsibility of teachers, students, home, and the community.
6. In a quality education.
7. In a broad-spectrum curriculum to meet all student needs.
8. That effective schools have effective leaders.
9. That public education benefits the entire community.

DIRECTORY

In an effort to help our parents and students, we have included a listing of phone numbers most often used in our school district. Email addresses of middle school personnel may be found on the school's website – www.fillmorecentral.org.

Middle School Phone Number: 268-2411

Superintendent Office Phone Number: 759-4955

MIDDLE SCHOOL STAFF

Staff	Job Title
Josh Cumpston	Superintendent of Schools
Lisa Lamb	Middle School Principal
Lori Scott	Middle School Secretary
Nicole Keenan	Middle School Guidance Counselor
Haley Hoarty	Middle School Guidance Counselor
Carissa Eberhardt	5 th grade Math and Science
Marissa Gaston	5 th grade Social Studies, Language Arts and Reading
Sally Bailey	6 th grade Social Studies, Language Arts and Reading
Cathy Kimbrough	6 th grade Math and Science
Aaron Lauby	7 th & 8 th grade History
Alex Moses	7 th & 8 th grade Science
Rhonda Schiermeyer	7 th & 8 th grade Math
Jennifer Stengel	7 th & 8 th grade Language Arts and Reading Intervention
Tom Belanger	5 th & 6 th grade Vocal Music, 5 th - 8 th grade Instrumental Music
Shad Eberhardt	5 th - 8 th grade Physical Education and 8 th Health
Tyra Hofferber	7 th grade Family & Consumer Science, Health
Jill Shipley	5 th - 8 th grade Art
Jeff Schwarz	7 th & 8 th grade Vocal Music
Jeff Wusk	Industrial Technology
Angela Bergen	Special Education
Dana Robinson	Reading Intervention
Jenise Straight	Speech Language Pathologist
Taytum Stutzman	Success
Matt Tobias	Special Education
Misty Adams	Para-Educator
Sandy Coon	Para-Educator
Tonia Frey	Para-Educator
Susan Janing	Para-Educator
Susan Kamler	Library Paraprofessional
Crystal Lukes	Health Paraprofessional

Athletics and Transportation Staff

Ryun Theobald	Activities Director	759-3141
Gabe Eberhardt	Assistant Activities Director	759-3141
Chad Gaston	Transportation Director, Bus Barn	759-3632
Chad Gaston	Transportation Director, Cell Phone	759-2042

Fillmore Central Board of Education

Chad Engle	Shaun Farmer	Christin Lovegrove
Whitney Peppard	Scott Schelkopf	Adam Wallin

STUDENT TESTING & SURVEYS

School policy dictates that the school must provide advanced, written notice of any standardized testing required of a child. Parents are thus notified that students in grades, to be determined as dictated by Nebraska State Standards, will be administered a standardized achievement test in the months of March and April. All 5th - 8th grade students will be involved with Nebraska State Standards and Assessments, covering language arts, math, science, and social studies. Students will be tested in the fall, winter, and spring using the NWEA Measure of Academic Progress standardized test. Tests will be given in the areas of science, math, and reading.

The policy further states that the school must give advanced, written notice of any survey that may tend to inquire into the values, beliefs, or privacy of any student or family. Parents are permitted to observe this survey before administration. If a parent finds it objectionable, he/she must, in written form, notify the school of his objection. That student may then be excused from completing the survey.

STUDENT FEES POLICY

Fillmore Central Public Schools has a student fees policy in accordance with Nebraska Student Fees Authorization Act. This policy allows for the collection of fees for various classes and extracurricular activities. A list of fees is available from the building principal. Students who qualify for free or reduced lunch according to the federal hot lunch program guidelines may apply for a waiver of certain fees. These include fees for A) participation in extracurricular activities, B) materials for course projects, C) spectator admission fees and D) use of musical instruments. Fee waiver applications may be obtained from the principal's office and must be submitted prior to the start of the activity/class for which the fee is being applied.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities will be available for students depending on grade level. More detailed information is available in the Activities Handbook.

BREAKFAST & HOT LUNCH PROGRAM

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability. School breakfast will be served in the cafeteria from 7:40 a.m. – 8:00 a.m.

USDA Nondiscrimination Statement

For all other FNS nutrition assistance programs, State or local agencies, and their Sub recipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or
(3) Email: program.intake@usda.gov
This institution is an equal opportunity provider.

ATTENDANCE

School begins at 8:05 a.m. and dismisses at 3:20 p.m. for all students. By being in attendance regularly, students learn more, meet the standards for "regular" attendance as specified by **state law statute 79-209**, and establish a record many employers consider in hiring. Both absences and tardies are recorded on a per period basis and become a part of each student's disciplinary record. Such records are held three years after graduation.

NOTIFYING THE SCHOOL REGARDING ABSENCES

If your child is unable to attend school, a telephone call to the school office, on or before the day of absence, prior to 8:30 a.m., is requested. If you do not call to inform the school why your child is absent, we will make an attempt to contact you. If our attempt to contact you fails, we will notify local law enforcement officials that your child is unaccounted for.

EXCESSIVE ABSENCES & TRUANCY

Nebraska Statute 79-209 and FCPS Board Policy #5001 states that a student who accumulates more than five (5) unexcused absences per semester or more than twenty (20) absences, including at least one (1) unexcused absence, in a school year is "excessively absent".

FCPS Board Policy #5001 requires that in a case where a student has accumulated five (5) days of unexcused absences in a semester, or the hourly equivalent, the parent/guardian will be contacted concerning absences from the principal or his designee.

In any case where a student has accumulated twenty (20) days of absenteeism in a school year, and any of those absences are by choice (unexcused), then the building principal or his designee shall initiate a series of events to determine if a case of truancy or excessive absenteeism exists. Such a process must include a meeting held between school officials and a parent/guardian of the student. If the determination is made that a case of truancy or excessive absenteeism exists then the building principal or his designee will attempt to work with the student and their family to bring about an acceptable resolution to the problem. In cases where a student's attendance continues to be an issue beyond the attempted resolution of the problem, the building principal or his designee shall notify the county attorney's office and request that the issue be investigated. Absences due to Verified Placement may be excluded from this calculation.

TYPES OF ABSENCES

The principal reserves the responsibility to judge the validity of all excuses and to categorize according to the five categories outlined below:

VERIFIED PLACEMENT EXCLUSION: Verified Placement absences are absences in which it is determined that a student must miss school due to extraordinary circumstances. These absences would include serious illness, serious injury, or hospitalization that can be verified by a health professional such as a doctor, a dentist, or a counselor. Other examples would include out-of-school suspensions; and/or placement in an institution to modify behavior and/or to change a student's residence as long as the student participates in an educational program with the approval of Fillmore Central Middle School. All such absences must have written or verbal verification from the person responsible for treatment, specifying the amount of time the student will be or has been absent from school due to the condition of the student's health and/or behavior. Verification must be received no more than 2 school days after the day of the absence. For extended absences, the verification must be received no more than 2 school days after the first day of absence. **Cases of mild or moderate illness or injury do not qualify for Verified Placement status even in cases where notification is provided by a health professional.**

EXCUSED: Excused Absences are absences not classified as Verified Placement for which it is deemed necessary for a student to miss school. Such absences might include absences caused by illness, injury, appointments, family bereavement, family gatherings which require total family involvement, weddings (by prior parental permission only); family emergencies; family vacations (while permitted, vacations during the

year are discouraged); court appearances; meetings with a probation officer; drivers license (maximum time allowed is 1/2 day); working at home or for employer (by prior parental permission only); justified 4-H or State Fair activities; special religious observances recognized as crucial to the religion. A reason for the absence must be provided by a parent/guardian no more than 2 school days after the day of the absence in the form of a signed note or direct phone call.

ACTIVITY ABSENCE: All activities or events sponsored by the Nebraska School Activities Association and/or events sanctioned by Fillmore Central Middle School carry the following attendance stipulations:

1. In cases of Fillmore Central Middle School involvement at the activity, all Fillmore Central Middle School participants, team members, or student managers in the activity will be dismissed to attend (subject to the discretion of the coach, director, supervisor, activities director, or principal).
2. In activities where Fillmore Central Middle School students are participating, students other than those involved may be dismissed to attend provided that:
 - a. the student presents a note from his/her parent/guardian and obtains a pre-destined form at least two (2) days prior to the event
 - b. the event is either a state qualifying or state event sanctioned by the NSAA
 - c. the student choosing to attend must not have exceeded attendance threshold and be in good academic standing.
3. In extreme emergencies other arrangements may be made by contacting the principal's office. The absence will be unexcused if the afore-mentioned criterion is not met.

PARTICIPATION: Absences caused by a student's participation in school sponsored or school sanctioned activities do not count in determining total number of absences. Parents are encouraged to limit involvement in activities when such a combination of activities would limit school attendance.

UNEXCUSED: Absences are classified as such due to truancy: leaving school without checking out of the principal's office, forged excuses, oversleeping without a legitimate reason (maximum of one per semester even if reasons are legitimate), or failure to bring a note from a parent/guardian or to have a parent/guardian telephone the principal's office giving the reason for the absence within three days after the student returns to school.

Absences, not covered above, caused by circumstances beyond the student's control and deemed appropriate by the principal.

Many absences can be reasonably foreseen. A parent/guardian must notify the principal's office prior to an anticipated absence.

WITHDRAWALS & TRANSFERS

Students who withdraw from school or whose families are moving outside the school district should contact the principal or counselor to receive the proper forms and information necessary to complete an accurate withdrawal process.

TARDINESS

7th and 8th grade students are considered tardy for any class, including Pride, if they are not in their scheduled classroom or designated area before the bell has rung for class to start and they do not have a pass from a teacher or staff member excusing their late arrival. Students who arrive late to class without a pass and have missed at least half of the class period will be considered Absent-Unexcused.

5th and 6th grade students are considered tardy for Pride if they are not in their Pride rooms before the bell has rung to start class. 5th and 6th grade students are considered Tardy for their other classes if they report to their scheduled class or designated activity after such time, in the best, professional judgment of the instructor or supervisor, is deemed necessary or appropriate.

Disciplinary action may be assigned to a student for excessive tardiness.

Any student who arrives at school after the tardy bell, regardless of the reason, must report to the office. Students arriving late will be counted as tardy. Exceptions will be made when deemed necessary by the building principal.

MAKE-UP WORK

Students who are absent will have three school days (including the day they return) to complete any summative or formative tasks missed during their absence. Failure to complete the tasks will result in a 'Missing' being recorded into the student-data information system for each unfinished summative task; additionally, students will forfeit the right to any retake for each 'missing' summative item. The building principal may make exceptions where deemed appropriate (such as lengthy absences due to illness). Students who know they will be absent are encouraged to make up work before they leave.

EXTENDED SCHOOL ROOM II

E.S.R. II provides an opportunity for students in grades 5-8 to receive additional support for completion of their school work. The main focus will be on the completion of missing assignments that have not been completed and turned into their classroom teacher by the due date. In addition, a student may also complete a missing summative assessment (test) if needed. Students and parents will find E.S.R. II to be an environment in which school work may be completed free from distractions and with the support and help of school staff. Teachers may assign a student to ESR II due to missing assignments or students may request to attend by notifying their teacher. If your child is assigned to E.S.R.II because of missing assignments, you will be notified the day before they are to attend E.S.R.II. Parents/guardians are asked to return the attached ESR II Permission Form prior to students being given the opportunity to attend.

When is E.S.R II?

E.S.R II will be held in the Middle School from 3:20 p.m. – 4:00 p.m. on Monday, Tuesday, Wednesday, and Thursday. A shuttle will be available to return students to Geneva.

It is our hope that this program will be viewed as an opportunity for our students to be successful. Do not hesitate to contact me if you have any questions.

ACCIDENTS

It is the responsibility of each student to report any injury or accident to a teacher or to the office, as soon as possible, following an accident. **If medical treatment may be required, the accident report form must be completed within 24 hours of the accident.**

SCHOOL CLOSINGS

In the event that weather prohibits the holding of school, **students/parents should not call the principal's or superintendent's home telephone to inquire about school cancellation.** Telephone lines need to be kept open to place calls to radio stations, television stations, and faculty members. School closing information can be obtained from a variety of sources. These include:

- School's social media platforms – Fillmore Central's website, Facebook page, and Twitter account
- KAWL, radio 1370 AM and 104.9 FM
- KUTT, radio 99.5 AM
- KZ100, radio 100.3 FM
- KHAS, Channel 5 T.V. in Hastings
- KOLN/KGIN, Channel 10/11 T.V. in Lincoln/Grand Island
- KLKN, Channel 8 (13) in Lincoln
- www.cancellations.com

ARRIVAL & DEPARTURES FROM SCHOOL

Students should plan to arrive at school no earlier than 7:30 a.m. unless involved in a special activity. School breakfast will be served in the Middle School cafeteria from 7:30 a.m. – 8:00 a.m. Students riding the shuttle bus from Geneva will be served breakfast in the High School cafeteria from 7:30 a.m. – 7:50 a.m. **During passing time, no student is permitted to leave the school building.**

Fillmore Central Middle School is a closed campus. Therefore, students will not be allowed to go home to eat lunch.

BEHAVIOR PHILOSOPHY

The attainment of school goals and the assurances of the rights of all students to learn require the cooperation of all students, parents, teachers, administrators, and support staff. Primarily students are responsible for their own behavior. When behavior is determined to be inappropriate according to the guidelines of the school, the responsibility for changing that behavior is assumed by the student and parent. FCMS guidelines for appropriate behavior include the following:

- Be Safe
- Be Respectful
- Be Responsible

STUDENT BEHAVIOR

It is impossible to list every situation in the student handbook, so administrators and teachers reserve the right to make decisions about behavior not listed here. In an attempt to clearly define the goals listed above, we have listed expected behaviors in specific situations. These guidelines apply in the classroom, in the school building, on school grounds, in attendance at all school functions, and on school buses. If questions arise, please feel free to ask our staff.

Students at Fillmore Central Middle School will be expected to:

1. **Establish positive, friendly student-to-student relationships. Unacceptable actions include the following:**
 - a. Aggressive, bullying behavior
 - b. Overt acts of attention getting, thus disturbing others
 - c. Acts of character defamation of fellow students
 - d. Cheating or stealing
 - e. Excessive acts of student affection in or on school grounds
 - f. Acts of extortion, coercion, harassment or group ostracism in or on school property.
 - g. Acts of fighting in or on school property
 - h. Use of foul language, obscene actions towards fellow students
 - i. Acts of gambling in or on school grounds
 - j. Displaying obscene literature
 - k. Misuse of student passes
 - l. Excessive, loud, disorderly conduct or behavior
 - m. Displaying poor eating manners
 - n. Inappropriate physical contact
2. **Establish positive, friendly student-to-teacher/administrator relationships. Unacceptable actions include the following:**
 - a. Acts of defiance of teacher/administrator directives or authority
 - b. Acts of disruption of the instructional process
 - c. Acts of disrespect
 - d. Stealing from staff members or the school district
 - e. Acts of physical aggression toward teacher/administrator
 - f. Acts of rudeness and poor manners
 - g. Acts of retaliation
 - h. Acts of lying or forgery
 - i. Use of profanity toward school personnel

3. **Students should develop appropriate behavior in the classroom. Unacceptable actions include the following:**
 - a. Talking while instruction is taking place
 - b. Writing or passing notes during instruction
 - c. Sleeping in the classroom
 - d. Moving about the room without permission
 - e. Acts of noise-making that disrupts instruction
 - f. Misuse of computer and Internet equipment according to Board policy #5037
4. **Students should develop appropriate behavior within the school building by:**
 - a. Serving detentions within the prescribed time periods
 - b. Being in the proper locations during school time
 - c. Walking in the halls and having a pass in the halls
 - d. Occupying designated areas only
 - e. Following attendance procedures
 - f. Handing in required office forms
 - g. Sitting on benches, desks, chairs in the building appropriately
 - h. Keeping hands to themselves
 - i. Displaying only appropriate signs of public affection in the building

FORMS OF SCHOOL DISCIPLINE EXCLUSION, SUSPENSION & EXPULSION

Student behavior in (*School District #25 Fillmore Central Public School*) is based on respect and consideration for the rights of others. Students have a responsibility to know and abide by the rules and regulations of the school. Students are expected to respect the rights of others and no student shall be permitted to interfere with the work of the school or the learning opportunities of other students.

IN-SCHOOL SUSPENSION

The building administrator may require a student to serve In-School Suspension. Students may be required to attend up to six hours per day of school-sponsored suspension a day at a designated location where they will study and participate in campus clean up. Students not completing their In-School Suspension will face further disciplinary action. There will be zero tolerance for behavior problems from students placed in in-school suspension. The student is responsible for complying with the disciplinary measures below.

1. The student must have work to do relating to courses of study.
2. The student must remain in a designated place of suspension until dismissed by the principal.
3. The student must turn in his/her cell phone to the principal or designee.
4. The student will not talk to anyone without approval by the principal.
5. The student may eat lunch and use the restroom facilities as designated by the principal.
6. Violation of in-school suspension rules may result in detentions, longer in-school suspensions, or out-of-school suspension.

EMERGENCY EXCLUSION

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

SHORT-TERM SUSPENSION

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations.

WEAPONS AND/OR FIREARMS

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

LONG-TERM SUSPENSION

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

EXPULSION

1. Expulsion shall mean exclusion from attending school, grounds, and activities for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such a board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.
3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. Alternative School or Pre-expulsion Procedures. The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

GROUND FOR SHORT TERM OR LONG TERM SUSPENSION, EXPULSION, EXCLUSION

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (note: the term “under the influence” for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant);
7. Engaging in the selling, using, possessing, or dispensing of material represented to be alcoholic beverages, tobacco, narcotics, drugs, controlled substances or inhalant.
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or Page 74 of 87 attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district’s dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by Fillmore Central Public Schools or Fillmore Central Public School staff;

- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” defined below.
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization.
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district’s computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or “look-a-like” weapon;
- m. Using any object to simulate possession of a weapon;
- n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board. The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

DUE PROCESS AFFORDED TO STUDENTS FACING LONG-TERM SUSPENSION OR EXPULSION

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student’s parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

- a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
- b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
- c. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
- d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
- e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
- f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend the appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment.

Upon receiving such a request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.

6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.

7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days; actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.

8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.

9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79- 269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

OTHER FORMS OF STUDENT DISCIPLINE

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, a) counseling of students, b) parent conferences, c) rearrangement of schedules, d) requirements that a student remain in school after regular hours to do additional work, e) restriction of extracurricular activity, f) requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

The actions may also include:

- A. Detentions,
- B. Time-outs

When detentions or time-outs are assigned, the student is responsible for complying with such disciplinary measures and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. There will be zero tolerance for behavior problems when a student is serving a detention or time-out. The student is responsible for complying with the disciplinary measures below.

1. The student must have work to do relating to courses of study.
2. The student must remain in a designated place of suspension until dismissed by the principal.
3. The student must turn in his/her cell phone to the principal or designee.
4. The student will not talk to anyone without approval by the principal.
5. The student may eat lunch and use the restroom facilities as designated by the principal.
6. Violation of rules may result in additional detentions, in-school suspensions, or out-of-school suspension.

A principal (or designee) may determine that it is necessary to exclude a student from classes. Detention or time-out may be used as an alternative to in-school suspension. The decision to remove a student from the classroom setting is made after a staff member has investigated the facts. Every attempt to notify the parent/guardian in a timely manner will be made, but it is important to understand that parents are not always readily available when a decision to exclude a student needs to be made. Disruptive behavior during the school day may result in an immediate time-out period spent in an isolated area, if available. The time-out will not exceed one (1) full day.

RESTRICTION FROM ACTIVITIES

Students shall not be allowed to participate, practice, observe, or otherwise engage in any school-sponsored activities during the term of their suspension. Students shall not be allowed to attend school-sponsored activities or events that are held on school grounds or are otherwise sponsored or hosted by Fillmore Central

Public Schools. The term of suspension will include the period of time that begins with the student being notified of their suspension and that lasts through the entirety of that student's last day of suspension.

STUDENT RESPONSIBILITY FOR REPORTING THREATS OF VIOLENCE

Every student has the responsibility to report immediately any threat of violence, suicide, or abduction to the building principal or a teacher. Any student having knowledge of such information without reporting shall be subject to disciplinary consequences as deemed appropriate by school administrators.

Any student, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious
- Immediately report the threat to a teacher or the building principal (or other school administrator if the principal is unavailable)
- Be available and cooperative in providing a statement of information
- The information source (student) will remain anonymous to the greatest extent possible.

TOBACCO REGULATIONS

Fillmore Central Public Schools is committed to providing a positive learning environment for students. The Board of Education is aware of the health problems linked with tobacco use and is devoted to promoting healthy lifestyles among students and staff. Because of this commitment, all district-owned or operated facilities and grounds are declared smoke-free and use of all tobacco products is prohibited for adult fans and visitors.

The use and possession of tobacco by students on school property or during school-sponsored activities is forbidden. **Any student caught possessing, using, selling, or dispensing tobacco, or a tobacco imitation substance or packaging, or paraphernalia regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor device, cigarette lighter, etc, in the school building or during a school-sponsored activity may be suspended one to three days from school.** Students will also be restricted from participation in activities. Repeated violations will result in longer suspension, loss of privileges, further restrictions on participation in activities and expulsion.

ALCOHOL & DRUG REGULATIONS

All students will be required to sign a Drug-Free Form upon entering Fillmore Central Middle School. The possession of or use of alcohol or drugs on school property or during school-sponsored activities is strictly forbidden. Any student in possession of drugs or alcohol on school property or under the influence of drugs or alcohol during the school day or during a school-sponsored activity may be suspended out-of-school, referred to the Board of Education for long-term suspension, or referred to the Board of Education for expulsion.

Students failing to comply with these regulations and who are in violation of the law may be turned over to the proper legal authorities for investigation and appropriate legal action. Repeated infractions of regulations may result in the student being suspended out-of-school, referred to the Board of Education for long-term suspension, or referred to the Board of Education for expulsion.

BULLYING POLICY

Fillmore Central Middle School has adopted the following definition of bullying:

Bullying involves: a desire to hurt or humiliate + actions or words that hurt or humiliate + a power imbalance + repetition (typically) + an unjust use of power + a sense of being oppressed on the part of the target + gratification by the aggressor.

Examples include but are not limited to: Persistent, unwanted joking and teasing; Name calling; Unwanted comments; Disrespect for another person's property; Leaving people out of activities (isolating, excluding, rejecting); Threatening people; Gossip and/or rumors; Making people do things they don't want to do; Rating or Ranking of personal characteristics.

What to Do About Bullying

Ha Ha So Strategies

H (Help) Get help from an adult, friend, peer.

A (Assert Yourself) Make assertive statements addressing your feelings.

H (Humor) Use humor to de-escalate a situation.

A (Avoid) Walk away or avoid certain places to avoid bullying situations.

S (Self-Talk) Use positive self-talk to maintain positive self-esteem.

O (Own It) “Own” the put down in order to diffuse it.

SEXUAL HARASSMENT POLICY

It is the policy of the Fillmore Central Middle School to prohibit sexual harassment by students of any person in the school, not merely other students. It is a violation of this policy for any student to harass any person in the school by making any unwelcome verbal or physical sexual advances, requests for sexual favors, or other inappropriate verbal or physical conduct.

Activities proscribed by the adoption of this policy include, but are not limited to, verbal harassment or abuse, pressure of any type of sexual activity, remarks of a sexually demeaning implication, and unwelcome touching. Additional examples could include such behavior as leering, joking, offensive remarks, which are not directed specifically at the person who feels harassed.

Sexual harassment is a punishable offense. Punishment may include in or out of school suspension or expulsion. Federal and Nebraska School Law make sexual harassment illegal.

What Should You Do if you are Sexually Harassed?

1. Tell the harasser to stop! Misunderstandings happen, so the first step in stopping sexual harassment is to tell the person to stop! Say it clearly and firmly, “I didn’t like what you did/said, and I want you to stop!”
 - If he/she stops, it’s probably not sexual harassment.
 - If he/she keeps doing/saying it, it’s probably sexual harassment.

If the harassment continues:

2. Talk to your friends. It will help you feel better and prevents misunderstandings.
3. Write down everything that happened! Include where it happened, when and who else was there.
4. Avoid being alone with the harasser.
5. Report the incident to an adult. A parent, a trusted teacher, principal or school counselor can help you plan what to do next.
6. Have parents contact the principal. Parents may want to file a formal complaint if the harassment continues.
7. See the Title IV policy, at the back of the handbook, for procedure(s) to report a sexual harassment incident.

BUS BEHAVIOR

Riding the bus is a privilege. To ensure the safe transport of all students on school buses, all of the school rules, as well as those designated specifically for transportation, will be in effect. Violation of these rules shall be reported by the bus driver to the school principal or designee who has the authority to suspend that student from bus transportation. The district has added video cameras to our route buses and may use this technology to assist in determining if a rule(s) violation occurred.

BUS CONSEQUENCES

Consequences will be given at the discretion of the bus driver, transportation director and school administrator. Consequences may be as severe as suspension from bus transportation for the remainder of the school year. Suspensions may be recommended by the bus drivers or transportation director, but the final decision will be made by the administration.

COMPUTER USE

1. Fillmore Central Public Schools is sole owner of all computers and peripherals of the network.
2. Computer usage is a privilege not a right. The computers are for educational use only. They are not for student entertainment, which includes playing games and listening to music unless it is part of an assignment or given permission by school personnel.
3. Students wishing to connect their personal devices – phones/tablets - to the school’s WIFI for school use, must first register the device with the office. Failure to register the device may lead to the device being blocked.
4. Copying of school software is not allowed.
5. Students will use their proper network ID at all times. Use of another student’s ID is prohibited.
6. Altering menus, operating systems, desktops or files is prohibited.
7. Vandalism of computers or peripherals includes, but is not limited to, removal of keys, key tops, removal of mouse rollers is strictly prohibited.
8. Installation of a program that puts a virus into any of the computers or the network could result in suspension and legal action to recover damages.

Consequences for the behaviors above may result in loss of computer privileges as well as being disciplined.

The following is prohibited:

1. Transmission and/or storage of material that is subversive or has the potential of causing physical harm to the user or others,
2. Transmission and/or storage of material that is obscene, vulgar, abusive or otherwise offensive,
3. Fraudulent messages (messages sent under an assumed name or with an intent to obscure the origin).
4. Harassment (the persistent annoyance of another user),
5. Attempts to access or destroy the data of another user, including but not limited to computer viruses, altering system software, and altering or deleting user files.

Consequences for the behaviors above will follow the school discipline plan and may include loss of computer privileges.

NETWORK SECURITY

Students accessing the school district network services must assist in maintaining a secure system. Users of the school district network services must adhere to the following:

- Confidentiality of data files and email messages cannot be guaranteed. While every effort will be made to keep information secure, users must remember that electronic information may be accessed by others.
- Data files stored on district servers and computers and email messages are like school lockers and desks. In the event of suspicious activities, files and messages can be opened and reviewed by teachers and administrators.
- Addresses, phone numbers, passwords or personal information that would violate user privacy or the privacy of others should never be revealed.

The School District for Fillmore Central Middle School will not be responsible for financial obligations incurred by users of the district’s network or Internet system. The district will not accept responsibility for how students use knowledge of the Internet or the quality of the information obtained. Any damages a user may suffer including loss of data will not be the responsibility of the district. All users shall assume full liability, legal, financial, or otherwise, for their actions.

POWERSCHOOL & ACCESSING STUDENT INFORMATION

Fillmore Central Middle School has given parents/guardians access to seeing their student(s) grades, lunch balance, attendance, daily bulletin, teacher comments and you can even email your students' teachers via the Internet. Each student has a unique access code for the parents to use to access the confidential information. A letter will be generated to you at the beginning of the fall semester and directions and the confidential information for you to use in accessing the information. You may view your student’s information at any time from any computer with internet access.

DRESS EXPECTATIONS

Students at Fillmore Central Middle School are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or that interferes with the learning environment or teaching process in our school. Students should practice personal cleanliness. Realizing that dress and appearance affect some attitudes, it is the student's responsibility to come to school wearing appropriate attire. The following is a list of examples of attire that will not be considered appropriate. Such list is not exclusive, and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting and is prohibited:

- A. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, halter-tops, spaghetti straps, strapless tops, open-back, muscle shirts, sagging pants); **no large holes in pants above the knee**. Shorts, running shorts, skirts, and skorts should be mid-thigh in length at a minimum.
- B. Clothing that is too tight (leggings, yoga, biking tights), low-cut, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground..
- C. Belts hanging down from the loops, and overly big waistlines on pants which hang down below the waist and show under garments.
- D. Clothing or jewelry that advertises beer, alcohol, tobacco, or illegal drugs.
- E. Clothing or jewelry that promotes violence, gang affiliation; satanic or occult group affiliation.
- F. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play".
- G. Head wear including hats, caps, bandannas, and scarves.
- H. Clothing or jewelry that exhibits or in any way suggest obscenity, vulgarity, profane language nudity, makes sexual references, racial or ethnic slurs, or carries double meanings.
- I. Clothing that is "pajama-like" in nature and gives the impression of coming to school directly from bed. Slippers are not allowed.
- J. Body graffiti, exotic body piercing (other than the ear) or ear piercing which is a distraction (due to its size, location, or subject matter content) will NOT be allowed.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the building principal or his/her designee. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the principal or his/her designee for approval.

Coaches, sponsors, or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups, or students who are representing the school as part of an extracurricular activity program.

CONSEQUENCES FOR DRESS CODE VIOLATIONS

Students not meeting the standards for dress will be asked to correct the inappropriate attire. A complete change of clothing that is appropriate for school may be provided by the administration if necessary. On-going violations of the dress code are subject to disciplinary action, with the inappropriate clothing being kept until a conference can be held with the parents.

TELEPHONE USAGE POLICY

Students will be allowed to use the office telephone on a limited basis. They must have permission from a teacher, coach, secretary or principal. Only calls deemed necessary will be allowed, and all calls will be supervised. Students and parents should make prior arrangements for pickup times from after-school activities.

STUDENT MESSAGES

The school encourages parents to keep student messages to only those necessary and those messages go through the office. Office personnel will call the student to the office at the end of the day. Many times, there is only one person working in the office, which makes it impossible for that person to leave to deliver the message to the student in person.

CELL PHONES

All cell phones brought into the school building by students must be used in a responsible manner. Cell phones used in a non-responsible manner during school hours will be confiscated. By bringing a cell phone to school, students and parents consent to the phone being searched, if deemed necessary by administration. Furthermore, repeated violations of the cell phone policy will result in the student not being allowed to carry a cell phone during school hours.

Students may not use cell phones in the following areas under any circumstances:

1. Inside the classroom without their teacher's permission.
2. Locker room or restroom areas.
3. Lunch or Recess

Students needing to use their cell phone to call a parent/guardian, will need to use their cell phone inside the office.

VIDEO SURVEILLANCE, RECORDINGS, AND PHOTOGRAPHS

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

RECORDINGS MADE BY PARENTS/GUARDIANS AND PATRONS

Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Violation of this policy may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

RECORDINGS MADE BY STUDENTS

This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student's education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (e.g. AngelSense) must be approved by the student's education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

BACKPACKS, GYM BAGS & COATS

Backpacks and gym bags are convenient devices for transporting school supplies to and from school. Backpacks, gym bags, and are not allowed in the lunchroom, etc. and should be kept in lockers during these times of the day. Backpacks, gym bags, and coats are not to be left lying unattended in hallways, the lunchroom, classrooms, etc., unattended items will be picked up and placed in the lost and found. Backpacks and heavy bags may be detrimental to health. Backpacks, gym bags, and coats can cause an unsightly safety hazard when left lying in the hallway, classrooms etc.

AGENDA/PLANNER

Agenda/Planner will be provided to students in grades 5th & 6th. Agenda/Planner will be provided to students in grades 7th & 8th upon request. All students are required to have them in each class and to complete them daily. These books are important as an organizational tool and as a communication device with parents. Good communication between home and school improves a student's opportunity to be successful. If a student loses his/her agenda book, they will need to buy a replacement from the office.

TEXTBOOK USAGE

Textbooks are the property of Fillmore Central Public Schools. Students will not be charged for the use of textbooks; however, they may be assessed charges for the abuse of textbooks. Damages that occur that are beyond the normal wear and tear of a textbook are the responsibility of the students. Examples include but are not limited to: ripped pages, pencil or pen markings, damaged covers or bindings. The Principal must approve all assessed charges.

CELEBRATIONS & REWARDS

In accordance with the district's Wellness Policy, all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

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

EMERGENCY ROUTINES

The Fillmore Central Public Schools all plan to provide for the safety of each student in the event of an emergency situation. Lockdown, lockout, shelter, and hold drills are held periodically during the year in accordance with the law. Each classroom will have posted the route for people in that room to use when exiting the building during a fire alarm/tornado drill.

FUND-RAISING

The Principal and the Activities Director must approve all fund-raising drives prior to the occurrence. Off site fund-raisers may be advertised on school grounds after receiving approval by the building Principal.

GRADES & GRADE REPORTS

Grades will be figured, assigned and reported to students and parents at the end of the 1st and 3rd quarter of the school year, through a progress report. Report cards will be mailed home at the end of the first semester and the end of the school year. Students and parents will be given the procedures, requirements and expectations from individual teachers to insure understanding about how grades are figured. The Grading For Learning document was approved by the BOE and therefore, is the official grading policy for Fillmore Central School District grades 3-12. Please contact the office if you need additional copies of the GFL document.

ACADEMIC RECOGNITION

The Fillmore Central Middle School believes it is important to recognize its students for their academic achievements. Starting with the 2000-2001 school year Fillmore Central Middle School will recognize its students with two specific types of academic recognition.

1. Principal's Honor Roll: In order to qualify for the Principal's Honor Roll recognition, a student must achieve an average for the grade-reporting period of at least 93%.
2. Honor Roll: In order to qualify for the Honor Roll recognition, a student must maintain an average of 89-92% for the grade-reporting period.

Classes marked with a ^ in the following class listings indicate courses used for determining Honor Roll status.

ICU: COMMUNICATION FOR MISSING ASSIGNMENTS

ICU is an academic support system for students and communication tool for teachers and parents. Students are entered into the ICU database when an assignment becomes missing. Assignments become missing when a student has missed the assigned due date for the assignment or it can be used to communicate an assignment when a student is absent from the class. An email or text message will be pushed out to the parents contact information that is listed in PowerSchool or has been shared with the school office staff. This ICU system compliments our current GFL (grading for learning) policy.

FAILING LIST

In addition to quarterly progress reporting, teachers will also complete a Failing List after the third week of each semester. Letters will be mailed to parents each Friday and will include classes that a student is failing.

ACADEMIC PROGRESS REPORTS

Individual teachers may choose to send home academic progress reports as deemed necessary. Academic progress reports may be mailed home and contain information about student progress and performance. Parents wishing to follow up on academic progress reports with conferences should contact the Principal's office to arrange appointments.

LATE WORK POLICY

Fillmore Central Middle School wants to stress the importance of returning completed homework to the teacher in a timely manner. Refer to the Grading For Learning document for the Late Work Policy.

PARENT-TEACHER CONFERENCES

Fillmore Central Middle School will host parent-teacher conferences twice during the school year. The date, time, location and other information will appear in school calendars and newsletters. In addition, parent-teacher conferences may be arranged anytime during the year at the request of either the parent or the teacher. To arrange a parent conference, call the principal's office (402-268-3411).

ACADEMIC REQUIREMENTS

The following specific requirements must be successfully completed during the middle school years:

Fifth Grade Classes:

Core	Non-Core & Exploratory	Electives
Language Arts^	Art	Band
Reading^		Keyboarding
Social Studies ^		Choir
Science^	PE	
Math^		

Sixth Grade Classes:

Core	Non-Core & Exploratory	Electives
Language Arts^	Art	Band
Reading^		Keyboarding

Social Studies ^

Choir

Science^

PE

Math^

Seventh Grade Classes:

Core

Language Arts^

Social Studies^

Math^

Non-Core & Exploratory

Applied Science

Art

Electives

Band^

Choir ^

Family and Consumer Science

Science^

RWSL Workshop^

Health

Reading^

Industrial Technology

Digital Citizenship

PE

Eighth Grade Classes:

Core

Language Arts^

Social Studies^

Math^

Non-Core & Exploratory

Art

Coding

Electives

Visual Art^

Band^

Fitness

Science^

Research and Analysis^

Health

Industrial Technology

Choir^

RWSL Workshop^

PE

Healthy Lifestyles

NOTE: Exceptions may be made for students with special needs and/or who are enrolled in special programs. Classes available are subject to change.

Class Changes: Students in grades 5-8 may choose whether or not they will participate in band. A student in 7-8 may also choose whether or not to participate in choir. Students will have 10 school days from the last day of a semester (beginning with the 1st day of the new semester) to drop/add these classes. After this time period no class changes will take place except in extreme circumstances. Students may only change their schedule by picking up a drop/add form from the office, completing it and turning it back into the office within the appropriate time frame. A parent, the teacher, and the building principal must approve all class changes.

ACADEMIC STANDARDS FOR EXTRACURRICULAR ACTIVITIES

Participation in extracurricular activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities shows evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

1. No student shall participate in any activity if he or she is failing three or more classes. Determination of whether a student is on the ineligible list is based upon semester-to-date grade point average. A student cannot gain eligibility for one week after being placed on the ineligible list. A week is from 12:01 A.M. Monday through 11:59 P.M. Sunday.
2. Academic requirements do not apply to apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience and for which a grade is given; or
 - (B) School dances

MIDDLE SCHOOL CREDIT

8TH GRADE ALGEBRA

Students taking Algebra I during their 8th grade year will have the successfully completed course added to their high school transcript. The grade that is earned by that student will **not** be used towards their high school GPA.

8th Grade Credit

8th grade students are required to pass 3 out of 4 of their core classes (math, language arts, science and American history) and 75% of their exploratory and elective classes each semester. Failure to do so automatically causes the student to be referred to the Student Assistance Team (SAT) for consideration for retention following the policy procedures for retention listed below.

5-7th Grade Promotion

When a child's educational progress indicates that he/she may be a candidate for retention, the parent/guardian will be notified. Decisions about promotion or retention shall be based on consideration of academic achievement of the student and be directed toward the welfare and development of the student. The decision regarding retention of a student in grades five through seven will be determined according to the Retention Policy printed below.

SAT (Student Assistance Team)

It shall be the purpose of the Fillmore Central Middle School Student Assistance Team to identify young people who are exhibiting behaviors that inhibit learning and growth and to make proper intervention.

RETENTION POLICY

1. Decisions about promotion or retention of students shall be based on consideration of the academic achievement of the student and be directed toward the welfare and development of the student.
2. Parents/guardians must be notified by the end of the third quarter that retention is being considered.
3. In the event a student is failing academic course work, the Student Assistance Team (SAT) team members will meet and after consideration of the individual circumstances, make a recommendation concerning retention or promotion of the student.
4. Students will be required to repeat the same grade level or course of study when it has been determined that the student's educational needs are best served by retention.
5. The parent/guardian will be notified in writing of the recommendation by May 1 of the current school year.
6. The parent/guardian has the right to appeal the recommendation by requesting to meet with the SAT team.
7. If a decision cannot be mutually agreed upon, the parents/guardians may appeal the decision to the Superintendent of Schools within five (5) school days of the decision date. A hearing shall be set within five (5) school days of the receipt of the hearing request. A recommendation based upon the evidence presented in the hearing shall be made to the Superintendent of Schools by the hearing officer. The

superintendent shall within five (5) days of receipt of the hearing officer's recommendation, make a final decision and notify the parents and the principal.

STUDENTS RIGHTS

RELEASE OF STUDENT INFORMATION

It is the practice of Fillmore Central Middle School not to release the names and/or addresses of its students to outside individuals or organizations. The school is required by law to provide the above information to various U.S. military organizations. However, to ensure student privacy, Fillmore Central Middle School will not release the names and/or addresses of its students to any organizations, outside of the United States military.

SEARCHES OF STUDENT'S PROPERTY

An administrator or the administrator's designee may search a student's property (including, but not limited to, the contents of the student desk, locker, automobile, pockets, or backpacks) when there is reasonable cause to believe that a search will disclose evidence of violation of a statute, board policy, or school rule.

LAW ENFORCEMENT QUESTIONING OF STUDENTS

A student may be questioned in private and with confidentiality by a law enforcement officer at school, but in the presence of the principal or someone designated by the principal.

Parents/guardians will be notified if their student will be questioned by law enforcement officials and given the chance to be present during questioning. If it is not possible for the parent/guardian to be present, they should be informed of the substance of the interview as soon as possible by the questioning officer and/or school.

A law enforcement officer may remove a student from school with parental consent, authorization by a judge, legal arrest, request by the school, emergency conditions jeopardizing the health or safety of students.

STUDENT SERVICES

COUNSELOR

The counselor for the 7 & 8 grade is located south of the main office and the counselor for grades 5 & 6 is located in the West Wing. His/Her primary purpose for being in the school is for the benefit of each individual student. He/She is available throughout the school day and welcomes the opportunity to discuss your concerns with you. Above all, he/she is someone who cares about you as a student, about you as an individual, and about the future for which you are preparing.

Some of the things a counselor may do for you are:

1. Respect you as an individual by keeping confidential the things you discuss with him/her.
2. Assist you in dealing with your personal problems and in gaining a better understanding of yourself.
3. Assist you in finding answers to the various questions you have about Middle School.
4. Provide information about occupations, careers and vocations.
5. Assist you in improving your study skills.
6. Assist you in exploring your interests, abilities, and aptitudes.

Remember, when something is affecting your ability to concentrate and think clearly, and you are not sure what to do about it, you might consider visiting with the counselor.

HEALTH PARAPROFESSIONAL

The Health Paraprofessional is located in the main office. If a student becomes ill or injured during school hours, he/she must check with the Health Paraprofessional or the office secretary before leaving the building.

Failure to check out before leaving the building may result in the absence being designated as UNEXCUSED. Parents will be contacted to make arrangements for proper and safe conveyance transportation, if it is necessary for the student to go home. If the student is out with a contagious disease, the student must present a signed permit by a Doctor of Medicine allowing entry into school. If, for medical

reasons, a student cannot participate in physical education or other school activities, a note from his/her doctor stating the reason and the length of time involved must be presented.

MEDICATION

Because of safety issues involved in students carrying prescription medications or non-prescription medication on the bus, **parents** must transport the medication to school and fill out the appropriate forms to allow the school to administer the medication to their student.

ASTHMA & ALLERGIC REACTION PROCEDURES

A new state regulation became effective on October 1, 2003. This regulation requires that our school be prepared to implement an emergency treatment plan, called a protocol, anytime a student or staff member experiences a **life-threatening** asthma attack or systemic allergic reaction (anaphylaxis).

The protocol requires that 911 be called first. After that call is made, an EpiPen injection will be given and then albuterol is provided through a nebulizer. An EpiPen is a small pre-filled automatic injection device that resembles a highlighter. It is used to deliver breathing and lung function. Albuterol is another medication that is used to bring breathing relief (commonly found in metered-dose inhalers). The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to a severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening “breathing” emergency and to properly administer the medications. The protocol is a standing medical order that has been signed by Dr. Jason Bespalec of Family Medical Clinic in Geneva, Nebraska.

If you know that your student has asthma or a known allergy, it is **critically important** that you communicate this information to our school staff. You may contact the building’s Health Paraprofessional, or any building principal. For each student with a known allergic condition or asthma, you must provide the school with (1) written medical documentation, (2) instructions, and (3) medications as directed by a physician (using the school’s medication form. In the event that your student experiences a life-threatening asthma attack or systemic allergic reaction, we will defer to the specific documents and medication that you have provided. If you do not have medical documentation and instructions on file with the school for your student, we will defer to the regulatory protocol described above. If, for whatever reason, you do not want your student to receive the life-saving emergency treatment under the protocol, you must file your written objection with the school.

COMMUNICABLE AND INFECTIOUS DISEASES

It shall be the responsibility of the Fillmore Central Public School principal(s) to assist in meeting the provisions of the State Health Department covering communicable and contagious diseases by promptly reporting to the superintendent the presence of such diseases. Parents are requested to inform the principal and superintendent if their child has contracted a contagious or communicable disease. The principal shall not reenter any such student except under circumstances described below.

Students will be excluded from school for the following communicable diseases and prescribed periods of time:

1. Measles (Rubeola): A student may return to school the fifth day after the onset of the rash. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease. Most communicable prior to rash.
2. Three day measles (Rubella): Students may return to school four days after the onset of a rash. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease. Most communicable prior to rash.

3. Fifth Disease: A student may attend school while a rash is still present if there is no fever, excessive itching, sore throat and other discomfort.
4. Mumps: A student may return nine days after the onset of parotid swelling. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease.
5. Chicken Pox (Varicella): A student may return to school after one week if symptom free and pox are dried.
6. Shingles (Herpes zoster): A student may return to school after all lesions are dried. Rare in students – may return with lesions covered or as the doctor advises.
7. Streptococcal infection: A student may return to school 24 hours after the start of antibiotic therapy and afebrile (no fever).
8. Ringworm, impetigo, scabies, and pinkeye (conjunctivitis): A student must remain out of school at least one day and until treatment has begun. Children with mild scabies, lice, impetigo, tinea corporis and conjunctivitis can be sent home with instructions not to return until the condition improves or a physician states admission is acceptable.
9. Head lice: Students can be excluded from school until they are determined to be louse free.
10. Hepatitis: A student will be readmitted upon approval of a family physician.
11. Scarlet Fever: A student may return to school 24 hours after starting antibiotics.
12. Elevated Body Temperature: Students with temperatures over 100.4 degrees will be sent home. They may return after being fever free for 24 hours.

If you have questions or concerns about the protocol or your student's health issues, please contact the middle school health-para, Crystal Lukes, or any building principal.

SCHOOL IMMUNIZATION RULES & REGULATIONS

ALL STUDENTS

All students, regardless of grade, must have 2 doses of the chickenpox vaccine or have previously contracted the chickenpox virus.

STUDENTS ENTERING THE 7TH GRADE

Any student entering the 7th grade **MUST** have a physical before entering school and have the following vaccinations:

- 3 doses of DtaP, DTP, DT or Td vaccine, one given on or after the 4th birthday,
- 3 doses of Polio vaccine,
- 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month,
- 3 doses of Hepatitis B vaccine,
- 2 doses of chickenpox (Varicella) vaccine,
- 1 dose Tdap vaccine.

Nebraska Statute 79-248 - 79-252 requires that school health screenings be conducted every year for 7th and weight/height (BMI). A child is not required to submit to school health screening if the parent or guardian provides the school with a statement signed by a physician, physician assistant, an advanced practice registered nurse-nurse practitioner or any other qualified provider stating that your child has undergone such required screening within 6 months of school starting. If no statement is received, the child will be screened at school.

TRANSFER STUDENTS FROM OUT OF STATE

All Transfer students from outside the state of Nebraska, regardless of grade are required to have the following:

- 3 doses of DtaP, DTP, DT or Td vaccine, one given on or after the 4th birthday,
- 3 doses of Polio vaccine,
- 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month,

- 3 doses of Hepatitis B vaccine,
- 2 doses of chickenpox (Varicella) vaccine,
- A physical before entering classes.

INSURANCE

A school time accident insurance policy is made available to all students who desire to enroll. A brochure explaining the policy, benefits, etc. is given to all students the first day of school. All students who compete in inter-school sports will carry insurance to cover injury sustained in practice or competition. The school will also make available an athletic insurance policy to any student who so desires (contact the Activities Office for information).

STUDENT RECORDS

Each student's permanent record is available to be reviewed by his/her parents at any time upon request and after arrangements have been made. The records are available to the students for review after they have reached the age of majority. Fillmore Central school district forwards education records requested by other schools in which the student seeks or intends to enroll.

STATE-WIDE WEB BASED SPECIAL EDUCATION STUDENT RECORD SYSTEM (SRS)

In order to help make student records for Special Education Students more accessible to parents and school personnel, we have begun using the statewide Student Record System (SRS). SRS is an online system that utilizes a secure site on a UNL server. The site is secure and will only be accessible to the child's parents, case manager and building supervisors. At your child's next IEP meeting, you will be given the site address, your assigned user name and single-use password. If you do not have access to the internet, you will still receive paper copies of your child's IEP and other forms as in the past.

HALLWAY LOCKERS

Lockers will be assigned for student use. The lockers may be used by the student but remain the property of the school and therefore, may be searched or examined if there is a reason to suspect school rules or regulations are being violated. Pornographic material or material promoting the use of drugs and/or alcohol is forbidden. Posters recognizing a student's involvement in activities are allowed to be displayed inside the school lockers. Such displays must be kept neat in appearance and should be kept free from graffiti and inappropriate messages. Displays that become unsightly or contain inappropriate graffiti/messages will be taken down. Students are not allowed to use lockers that are not assigned to them by school personnel. **Students are encouraged to put locks on their lockers to protect their belongings. If you bring a lock from home, the key or combination must be turned in to the office in case you should lose or forget yours; otherwise, the lock will be forcibly removed from your locker. PLEASE LOCK YOUR LOCKERS. The school cannot be responsible for lost items.**

GYM LOCKERS / LOCKER ROOM

Gym lockers may be assigned to 7th & 8th grade students for use for PE and after-school activities. Students may keep coats and bags in their gym lockers when there isn't enough room for these items in their hallway lockers. Students will not be allowed to access their gym locker or the locker room during the day except for the following circumstances: dressing/changing for PE class, dressing/changing for after school practice, storing items (coat, bag, etc.) in their locker before school, getting a coat or putting a coat away for outside for outside recess, gathering items (coats, bag, etc.) to take home after the school day has ended. Students will not be allowed to loiter in the locker rooms before school, during school, during lunch, or after school.

MONEY

Students who, for whatever reason, bring large amounts of money to school are encouraged to check it in at the principal's office upon arrival and check it out again just prior to leaving the building. Money brought to school for fundraising should be turned into the appropriate sponsor/advisor immediately upon arrival. **Students are discouraged from bringing large amounts of money or valuable items to school. The school is not responsible for money or valuables stolen from lockers, purses, etc.**

VISITORS

All visitors are asked to use only the south doors leading to the office area of the building. During the school day, all entrances will be locked and visitors must be buzzed into the building by office personnel.

STUDENTS ARE NOT TO LET ANY VISITORS INTO THE SCHOOL BUILDING, EVEN IF THEY KNOW THE INDIVIDUAL THEY ARE LETTING IN. Visitors must sign in at the office and will be asked to wear a visitor's badge. We encourage family members to stop in and visit our school at any time throughout the school year. We do ask that we be notified in advance of your visit. Please keep in mind that short visits are best because they do not distract students who need the structured routine of a normal school day. Visitors should keep their visits to a length of one hour or less. This does not include staying for lunch. Parents who wish to eat lunch with your student should notify the office in advance and pay for the meal in the office.

Students may not bring visitors to school without prior approval of the Principal. Visitors will be expected to abide by the same rules as the student body observes, or they will be asked to leave. The Principal reserves the right to refuse visitor passes. Having school-age visitors during the school day can be disruptive to the learning environment.

LOST & FOUND

All lost and/or found items should be reported and/or turned into the Principal's office. Items not claimed at the end of each semester will be turned over to a charitable organization.

STUDENTS DRIVING TO SCHOOL

Students who wish to drive to the middle school must first meet with the building principal to show legal authorization (school permit, driver's license, etc.) and to receive guidance on issues pertaining to parking, safety, and security.

STUDENT GRIEVANCES

Students have both the right and responsibility to express school-related concerns and grievances to the administration. For the purpose of this policy, a grievance is defined as any claim by a student or a group of students that there has been a violation, misinterpretation, or misapplication of a school district policy, rule, or regulation.

For the discussion and consideration of a grievance, a student or group of students should request a meeting time and place with the school principal. At the meeting, the student(s) and principal will:

1. Come to an understanding of the problem,
2. Consider possible solutions to the problem,
3. *Select best solution for implementation,

***Note:** This decision is the prerogative of the principal and may not be a mutually agreeable decision. The decision of the principal may be appealed to the superintendent for final disposition.

Student(s) may request a faculty or staff member to be present at this meeting. Student(s) are assured that they will not endure any reprisals subsequent to initiating a grievance.

NOTICE CONCERNING STAFF QUALIFICATIONS

The No Child Left Behind Act of 2001 gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Fillmore Central Public Schools will give parents the following information about their child's classroom teacher:

- (1) Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (2) Whether the teacher is teaching under an emergency or provisional teaching certificate.
- (3) The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

We will also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Fillmore Central Public Schools will give timely notice to you if your child

has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

FAMILY EDUCATION RIGHTS & PRIVACY ACT

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

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

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

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

Parents or eligible students may ask *Alpha 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.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District such 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.

(Optional) Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

**Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue,
SW, Washington, DC 20202-4605**

Notice of Nondiscrimination

The Fillmore Central School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

**Mr. Josh Cumpston, Superintendent
Fillmore Central Public Schools
1410 L Street
Geneva, NE 68361
(402) 759-4955
josh.cumpston@fillmorecentral.org**

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the Superintendent of Schools. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

COMMUNITY RELATIONS - Policy # 5018/5019

Public – Participation, Parental Involvement

A public hearing was conducted on 6-26-95 concerning parental involvement and participation in the school district. It was declared that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used in the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/her designee may deem appropriate. The superintendent or his/her designee will have available a complaint form which the parent should use to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to receive written communication when a parent believes it is appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The superintendent or his/her designee shall have available a complaint form, herein above referred to, for receiving information from a parent concerning what specific testing, classroom instruction or other school experiences the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection.

It shall further be the policy of the District to provide full access to the records of the students to a parent or legal guardian as set forth in state statutes, the Federal Education Right to Privacy Act, and other applicable law during regular business hours of the school where the student's records are maintained.

Some student testing is required by the teacher, the district and the State. This may include classroom testing, standardized achievement tests, criterion referenced tests, etc. Students are expected to take part in such testing. Parents have the right to inspect samples of such tests and to register complaints if they so wish.

It shall be the policy of the District to conduct student surveys judiciously with consideration to the fact that some parents may find certain items of the survey objectionable. It shall, however, be the policy of the District to not generally excuse students from any school authorized survey since to do so might impair the validity and accuracy of such a survey. Parents will be notified in writing in advance of any student survey being conducted. If after receiving written notification of a proposed student survey, a parent objects in writing to their child's participation in that survey, their child will not complete the survey.

This policy shall be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing.

STUDENT DRUG FREE POLICY

It shall be the policy of the Fillmore Central Public Schools, in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation, to absolutely prohibit the unlawful possession, use or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities. This shall include such unlawful possession, use or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, at school sponsored activities off school premises.

Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.

3. Possession of alcohol on school premises or as part of any of the school activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. Possession, use, or distribution of alcohol.

It shall further be the policy of the District that the violation of any of the above prohibited acts will result in disciplinary sanctions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, or referral to appropriate authorities for criminal prosecution.

This receipt shall serve to demonstrate that you as parent or guardian of the student attending the Fillmore Central Schools have received notice of the standards of conduct of this District exacted of students concerning the absolute prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of any of the school's activities as described in Board policy or administrative regulation. This notice is being provided to you pursuant to P.L. 101-226 and 34 C.F.R. part of 86, both federal legal requirements for the District to obtain any federal financial assistance.

Your signature on this receipt acknowledges that you and your child or children who are students attending the District fully understand the District's position absolutely prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of the school's activities as hereinabove described and that noncompliance with these standards can and will result in punitive measures being taken against any student failing to comply with these standards.

According to board policy and federal law, all students and their parents/guardians of Fillmore Central Public Schools are required to **complete the signature page, computer user agreement, and medical release form.**

DATING VIOLENCE

Fillmore Central Public Schools provides physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Pursuant to Section 79-2,140, the Legislature has defined (a) "dating violence" to mean a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner; and (b) "dating partner" to mean any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term, provides physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training, as defined by Section 79-2,141(4,) shall be provided to staff deemed appropriate by the administration. The administration will be responsible for reviewing the school district's Student Code of Conduct to ensure that this policy is reflected therein.

PERSONNEL

#3057

Title IX Policy

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

1. Title IX Coordinator

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

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

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district

employee with actual knowledge is the respondent (as that term is defined below). “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

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

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

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

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

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

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

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

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

**A complete list is available in the Board Policy Book Definition.*

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

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

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

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

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

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

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

2.6.6.2. suffer substantial emotional distress.

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

3. Discrimination Not Involving Sexual Harassment.

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

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

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy #7312.

4. Response to Sexual Harassment

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

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

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

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

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

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

5.1. **General Requirements.**

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

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

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

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

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

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

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

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

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- 5.2. **Notice of Allegations.**
 - 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:
 - 5.2.1.1. A copy of this policy.
 - 5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
 - 5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the

Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. Dismissal of Formal Complaint.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.7. Determination Regarding Responsibility

- 5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:
- 5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
 - 5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - 5.7.2.3. Findings of fact supporting the determination;
 - 5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;
 - 5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
 - 5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.
- 5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- 5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

- 5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

- 5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district’s dismissal of a formal complaint or any allegations therein, are limited to the following grounds:
- 5.8.2.1. Procedural irregularity that affected the outcome of the matter;
 - 5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

- 5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
- 5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and
- 5.8.3.6. Provide the written decision simultaneously to both parties.

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

5.9.1. Provides to the parties a written notice disclosing:

- 5.9.1.1. The allegations;
- 5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- 5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

- 5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. Recordkeeping.

- 5.10.1. The district will maintain for a period of seven years records of:
 - 5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
 - 5.10.1.2. Any appeal and the result therefrom;
 - 5.10.1.3. Any informal resolution and the result therefrom; and
 - 5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.
- 5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

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

7. Access to Classes and Schools.

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

- 7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during

participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

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

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

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

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

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

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

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

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

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

10.1. **Specific Circumstances.**

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

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

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.
12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).
13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.
14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

Board Policy #5037
Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school and the use of computers generally.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.

9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not forge electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

The district monitors all District Internet communications, District Internet usage and patterns of District Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.

1. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages while connected to district internet.
2. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
3. The school district staff will monitor students' use of the District Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and

- d. Other discipline as school administration and the school board deem appropriate.
- 2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Children's Online Privacy Protection Act (COPPA)

- A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
- B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

FCPS Grading Policy

GRADING PHILOSOPHY

The primary purpose of grading is to summarize and to communicate, as accurately as possible, the academic performance of students to families, to educators, to employers, to post-secondary institutions, and to the students themselves. A grade should only reflect what students know and are able to do in a course of study as measured against pre-determined standards and criteria after they are provided an opportunity to learn. Therefore, formal grading and reporting are to be primarily based upon individual performance on summative, standards-based assessments, after students are provided the opportunity to learn. Non-academic factors such as attitude, attendance, behavior, and work completion are valuable and should be communicated to others, but such factors shall not factor into the methodology for determining individual grades. We strive for summarizing and communicating student performance in a manner that is fair and accurate. Increasing the fairness and accuracy in our approach to grading will also raise the level of awareness and accountability for learning for our students, parents, and school alike. Some classes may be graded as pass/fail. If so, they will be expected to adhere to the FCPS Grading Policy.

LEVELED-GRADE CONVERSION SCALE

100% - 97% = 4.5	88% - 85% = 3.0	76% - 73% = 1.5
96% - 93% = 4.0	84% - 81% = 2.5	72% - 69% = 1.0
92% - 89% = 3.5	80% - 77% = 2.0	68% - 0% = 0.0

The use of leveled-grades will allow for the use of both objective assessments that typically use percentages of accuracy and performance assessments that may rely on rubrics to determine level of performance. Because all individual scores are leveled prior to being recorded for formal grading purposes, we ensure that a variety of appropriate measures can be used to represent student performance while being able to fairly and accurately summarize student performance for formal grading purposes.

FINAL GRADE REPORTING SCALE

A	4.000 - 4.500	C+	2.500 - 2.999	D+	1.500 - 1.999
B+	3.500 - 3.999	C	2.000 - 2.499	D	1.000 - 1.499
B	3.000 - 3.499			F	0.000 - 0.999

I An 'Incomplete' will be recorded in the student-data information system for any summative task for which a student does not provide sufficient evidence for assessing and evaluating learning or performance. Students will have until the last Monday of each quarter to complete any summative task. After this date, student, teacher and building administrator must agree upon a scheduled testing time prior to the end of the quarter. All recorded 'Incompletes' will be converted to a grade of zero (0) at 8 AM on the final day of the quarter, except for cases deemed appropriate by the building principal.

GRADE CALCULATION * WEIGHTING * GPA & TRANSCRIPTS

Recording Individual Grades

Individual grades shall be entered as a percentage grade or as total points in the student-data information system.

Weighting

A student's final grade will be based on a whole number % weight of formative and summative assessment categories.

The maximum formative assessment % is as follows:

- 3rd & 4th Grade X = 30%
- 5th & 6th Grade X = 25%
- 7th & 8th Grade X = 20%
- 9th & 12th Grade X = 20%

If a "comprehensive" semester exam is given, it will be recorded in the summative assessment category and shall not make up more than 20% of the category. The sum of formative and summative categories shall equal 100%

GPA Points and Transcripts

Once final grades for the term are calculated, final grades will be recorded on transcripts and assigned GPA points using the following values:

A (4.0)	C+ (2.5)	D+ (1.5)
B+ (3.5)	C (2.0)	D (1.0)
B (3.0)		F (0.0)

RETAKES & ABSENCES

Re-Takes & 2nd Attempts

Students are allowed one re-take, or 2nd attempt, on any summative task, test, or project that does not include a presentation element, and that is not initially recorded as 'Incomplete'. Because student learning is our primary goal, students will be required to engage in a reasonable process of remediation, under the direction of the teacher, prior to being allowed a re-take opportunity. Projects that include a presentation element are expected to be presented on their due dates, in a classroom setting, and are not allowed a re-take. Such a process of remediation may include providing evidence that previously assigned formative work is satisfactorily completed.

Students are only guaranteed one re-take attempt per summative assessment; however, additional attempts may be granted at the discretion of the teacher. Students who choose to remediate and retake a summative assessment will have ten school days from the date of feedback to complete the remediation and retake the assessment. If the student does not complete the summative within the 10 day window, the grade will be entered as a zero and becomes permanent. This 10-day window may be extended with extenuating circumstances and with administrative approval.

For grade calculating and reporting purposes, 100% of the retake score will be used. Students will not be guaranteed a re-take opportunity in cases where the initial assessment was recorded as 'Incomplete.' A re-take will not be allowed for semester tests or any summative assessment given during the semester testing period.

Extra-Credit

The use of extra credit is prohibited. Student wishing to improve their grade shall only do so through the process of remediation (which may require additional practice) and re-takes on summative assessments. Additional, formative work, which may be assigned as part of the remediation process, may be recorded in the appropriate formative category and used for formal grading purposes at the discretion of the teacher. However, students may not receive zeros or docked grades on incomplete, late, or missing formative tasks that are assigned as part of the remediation & re-take process.

Absences

Students who are absent will have three school days (including the day they return) to complete any summative or formative tasks missed during their absence. Failure to complete the tasks will result in an 'incomplete' being recorded into the student-data information system for each unfinished summative task; additionally, students will forfeit the right to any retake for each 'incomplete' summative item. The building principal may make exceptions where deemed appropriate (such as lengthy absences due to illness). Students who know they will be absent are encouraged to make up work before they leave.

ASSESSMENTS, GRADING, & THE LEARNING PROCESS

Formative Assessments & The Learning Process

It is fair, reasonable, and appropriate to base formal grades upon pre-determined, standards-based outcomes rather than the individual learning process used by individual students to work towards those outcomes. Because the learning process can be highly individualized from student to student, we feel that it is most fair and appropriate to determine final, individual grades based on individual performance towards the final outcomes in a particular course and not the individualized, learning processes used by students to reach those outcomes.

Formative assessments and activities usually take the form of homework, daily work, early drafts, or practice. These assessments and activities occur *during* the learning process and are used to facilitate, monitor, and adjust the process of teaching and learning. **Summative** assessments and activities often take the form of performances, demonstrations, tests, final drafts, or completed projects that take place *after*, or at the end of, the learning process. Because formative assessments occur *during* the learning process as a means of guiding the teaching and learning process, and because that process may be highly individualized for each student, we feel that the usefulness of formative assessments for formal grading purposes is limited. Summative assessments require students to demonstrate knowledge or skill and allow teachers to summarize student performance. Because summative assessments take place at the end of the learning process, we feel that they are the most appropriate assessments for determining true levels of student performance, which we then summarize and communicate as a final grade.

Valuing Formative Work & Feedback

We want to stress to students and to parents the importance of completing all assigned work, regardless of the extent that it is used for formal grading purposes.

Formative activities are given less weight, or no weight, with regard to determining final grades. However, these activities benefit both the student and the instructor, and they are a necessary part of the teaching and learning process. These types of activities allow students to engage in the learning process, improve their performance, and practice newly learned skills. These types of activities are necessary for instructors to monitor student learning, provide students with constructive feedback, and differentiate instruction to meet the needs of individual students. The feedback that students should expect from completing formative activities is specific information regarding what they're doing well and how they can improve. By completing formative work and responding to teacher feedback, students will maximize their learning opportunities and reach their full potential.

Motivation For Completing Formative Work

Students who fully participate in the learning process by completing formative work and implementing teacher feedback in their subsequent work will be more fully engaged in the learning process and are likely to demonstrate higher levels of learning. Higher levels of learning will lead to higher levels of performance on summative assessments. Higher levels of performance on summative assessments will directly translate into higher grades.