

Platteview High School 2022-23 Student Handbook



#GR82BATROJAN



PHS Administration

Mike McLaughlin, Principal
Josh Siske, Assistant Principal/7-12 Athletics and Activities Director
Jerry Layher, Assistant Activities Director
Mark McLaughlin, Assistant Athletics Director

Counseling Department

Amie Christiansen, Counselor, 10th-12th grade students
Sarah Svoboda, Counselor, 9th grade students (transition from PC, scheduling)

Main Office Staff

Jackie Case, Administrative Assistant, Financial
Catherine Dodd, Administrative Assistant
Raina Dunston, Administrative Assistant
Heather Wienk, Administrative Assistant

Department Chairs

Amie Christiansen, Special Education and Student Services
Jon Comine, Social Sciences
Alex Dostal, Mathematics
Kirsten Ehrke, World Languages
Jim Jennings, Career Education
Scott Jenson and Adam Kuhl, Physical Education and Health
Michael Kersulov, Language Arts
Jerry Layher, Performing and Visual Arts
Sarah Ortiz, Science

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INTRODUCTION

Section 1: Intent of Handbook

The intent of the Platteview High School Student Handbook is to serve as a reference for students, parents and staff. The Handbook should provide students and parents a guide to the rules, regulations, and general information about Platteview High School.

It is required that students and parents take the time to read and become familiar with all of the contents within the Student- Parent Handbook. Ultimately, students will be held accountable for knowing and following the rules, regulations, and general information as a student at Platteview High School. Parents must submit the provided form as acknowledgment of having read the Handbook prior to the student being able to check out an iPad for the current academic year.

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

Letter to Students and Parents

Students and Parents:

On behalf of the faculty and staff of Platteview High School, I would like to welcome you to the 2022-23 school year. It is our desire to make the Platteview High School experience exceptional. For this to happen, it will require a community effort that is best accomplished through a partnership by everyone involved. At

Engagement

Being engaged in your education will start with declaring a diploma path. A student's graduation path choice helps shape the course offerings that a student will take over their tenure at PHS. Diploma path choices can change at any time as interests change; however the important step is creating a roadmap to plan out your high school experience. Engagement is also being an active learner in all classes. This includes, but is not limited to, being on time daily, being present in class consistently, taking detailed notes, completing all assignments and projects on time, contributing to discussions and group work, communicating regularly with teachers and by preparing for all formative and summative assessments.

Respect

Creating the type of school culture and community we desire is everyone's responsibility at PHS. For a student, this area is actually quite simple. Students are expected to be respectful, to treat others with respect and to appreciate and celebrate each individual's unique differences. Staff is expected to do the same.

Next, to be truly engaged a student must embrace two critical concepts. First, that it is okay to be challenged with rigor and high expectations. The rigor and expectations at PHS extend to all paths and all courses. Secondly, a student should embrace receiving a diverse education across all subject matters. Each course that a student takes has something valuable to be gained.

Involvement

Lastly, PHS has an outstanding selection of clubs, activities and athletic programs. The benefits of being involved in extracurricular programs are numerous. The NFHS produces a document entitled "The Case for High School Activities" that outlines the benefits of being involved. You may view the entire document in the appendix section. I would encourage you to find what interests you and take part. In addition to benefiting from the many benefits of participation as outlined by the NFHS, students who are involved in extracurricular offerings are much more likely to have a positive, well-rounded experience at PHS.

Faculty and staff also have a role and responsibility in making PHS exceptional.

Our staff vows to respect and value every student, to make learning relevant and to provide the type of educational setting that will challenge, nurture and invigorate students daily. Our faculty members spend a considerable amount of time in professional development opportunities preparing and equipping themselves to deliver on this pledge. Springfield Platteview Community Schools build daily collaboration into teacher's schedules to allow staff to pool their resources and to provide an avenue for continued growth throughout the year.

Finally, parent involvement in this process is vital.

I encourage parents to find ways to be involved in their child's education, to hold their child accountable to the expectations of PHS and to encourage students to advocate for themselves as they navigate the successes and challenges of high school. Parents too have to support that it is okay to be challenged with rigor and high expectations; as well as reminding students that there is something to be learned from every class.

I sincerely hope that everyone is as excited for the upcoming year as we are! Together, Platteview High School will be exceptional.

Sincerely,

Mike McLaughlin

Mike McLaughlin
Principal, Platteview High School

Section 2: Board of Education

Cori Swanson, President
Brian Wichman, Vice President
Kyle Fisher, Secretary
Brenda Gunether, Treasurer
Brian Osborne, Member
Lisa Roseland, Member

School Board Policies are found on the district website: <http://www.springfieldplatteview.org/>

Section 3: Administrative Staff

Superintendent
Director of Learning
Director of Special Services
Director of Technology
Director of Public and Community Relations

Dr. Ryan Saunders
Heidi Zierott
Jacci Lucas
Frank Staskiewicz, Jr.
Nichole Baugh

Section 4: Teaching and Support Staff

Find a complete staff listing in the Appendix section.

Section 5: School Calendar

2022-23 Platteview High School Calendar – found in the Appendix section of this document.

The date for the statewide ACT test for all juniors will be (TBD) . It is vital that all students are in school on this day. Please plan now around this date to make sure your student is in attendance this day.

Section 6: Accreditation

Platteview High School is accredited through the Nebraska Department of Education using the Nebraska Framework. PHS also participates in the continuous school improvement process at the local and state level using guidance from the Nebraska Framework.

The school maintains rigid standards to meet requirements set forth by the State of Nebraska Department of Education.

Platteview High School's athletic teams are classified in Class B in most sports with a few sports classified at the C1 level. PHS is a member of the Trailblazer Conference. The school is considered a Class III District in the state of Nebraska.



TRAILBLAZER
CONFERENCE

ARTICLE 1 - MISSION AND GOALS

Section 1: Mission Statement for Springfield Platteview Community Schools

To ensure that all students acquire the College and Career skills and behaviors necessary for each student to succeed now and into his/her future.

Section 2: Belief Statements

We believe that our school culture should encompass the following:

- *Is welcoming and inclusive.*
- *Promotes digital citizenship and responsibility.*
- *Celebrates individual differences and varied abilities.*
- *Assumes every student can learn.*
- *Is alcohol, drug/substance and tobacco free.*
- *Does not tolerate bullying, hazing or harassment of any kind.*
- *Fosters students becoming responsible citizens, life-long learners and leaders in the global community.*
- *Promotes self-advocacy opportunities and development in students.*
- *Consistent attendance and being on time to class must be prioritized.*

We believe that it is critical to create a daily learning environment that...

- *Is engaging.*
- *Is differentiated.*
- *Is data-driven.*
- *Aims to educate the whole child.*
- *Is research-based.*
- *Encourages critical thinking.*
- *Embraces the contributions of each individual student.*
- *Creates an experience that is student-centered.*
- *Is relevant.*
- *Provides frequent, intentionally collaborative experiences and opportunities.*
- *Extends outside of the classroom walls.*

We believe in hiring teachers and staff that:

- *Are masters of their content area(s).*
- *Are committed to growth through professional development and collaborative opportunities.*
- *Are intentional with daily collaboration tied directly to professional growth and student learning.*
- *Believe in the role of our professional learning community in the empowerment of staff in serving our student population.*
- *Are effective with classroom management through the use of the Boys Town Social Skills Model.*
- *Provides timely, frequent feedback.*
- *Communicates with students, parents and the community regularly and effectively.*
- *Enjoys working at Platteview High School and students.*
- *Are supportive of each student in their pursuit of their graduation path.*
- *Are effective in the art and science of teaching.*
- *Employ the SPCS Instructional Model.*
- *Are active in student life outside of the school day.*
- *Desire to expand dual credit and AP offerings.*
- *Model professionalism and integrity daily.*

Finally, we believe in the following core values in the daily practice and operation of our school:



Section 3: Mutual Respect

Platteview High School expects every staff member and student to be treated with respect and dignity. Disrespectful behavior towards a staff member or student will not be tolerated.

Section 4: Complaint Procedures

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

The following procedures should be used in most general situations:

Complaint procedure

- Step 1 Student should schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2 Students and parents should schedule a conference with the staff person most immediately or directly involved in the matter if not resolved in Step 1.
- Step 3 Students (or student and parent) should address the concern to the Principal if the matter is not resolved at Step 2.
- Step 4 Address the concern to the Superintendent if the matter is not resolved at Step 3. Step 5 Address the concern to the Board of Education if the matter is not resolved at Step 4.

Conditions Applicable to All Levels of Complaint Procedure

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

ARTICLE 2 - SCHOOL DAY

Section 1: Daily Schedule

The Platteview High School Schedule offers courses that are 44 minutes in length over a 9-period day (including an optional "0" hour)

<i>Regular Bell Schedule (Tuesday-Friday)</i>			<i>Late Start Monday</i>			
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am		
Period 1	8:10am-8:54am		Period 1	9:10am-9:54am		
Period 2	8:58am-9:42am		Period 2	9:58am-10:37am		
Period 3	9:46am-10:30am		Period 3	10:41am-11:20am		
Period 4	10:34am-11:18am		Period 4	11:24am-12:03am		
Advisory	11:22am-11:43am		Period 5	12:07am-1:16pm		
Period 5	11:47am-1:01pm		1st lunch		12:03am-12:33pm	
	1st lunch	11:43am-12:13pm	2nd lunch		12:26pm-12:56pm	
	2nd lunch	12:31pm-1:01pm	Period 6	1:20pm-1:59pm		
Period 6	1:05pm-1:49pm		Period 7	2:03pm-2:42pm		
Period 7	1:53pm-2:37pm		Period 8	2:46pm-3:25pm		
Period 8	2:41pm-3:25pm					
<i>1:25PM Early Dismissal</i>			<i>11:25AM Early Dismissal</i>		<i>Late Start Due to Weather (10:10AM start)</i>	
Period 0	7:30am-7:59am		Period 0	7:35am-7:56am	Period 0	Not held
Period 1	8:10am-8:42am		Period 1	8:10am-8:31am	Period 1	10:10am-10:43am
Period 2	8:46am-9:18am		Period 2	8:35am-8:56am	Period 2	10:47am-11:19am
Period 3	9:22am-9:54am		Period 3	9:00am-9:21am	Period 3	11:23am-11:55am
Period 4	9:58am-10:30am		Period 4	9:25am-9:46am	Period 5	11:59am-1:01pm
Period 6	10:34am-11:06am		Period 5	9:50-10:11am	1st Lunch	11:55am-12:25pm
Period 5	11:10am-12:12pm		Period 6	10:15am-10:36am	2nd Lunch	12:31pm-1:01pm
	1st lunch	11:06am-11:36am	Period 7	10:40am-11:01am	Period 4	1:05pm-1:37pm
	2nd lunch	11:42am-12:12pm	Period 8	11:05am-11:25am	Period 6	1:41pm-2:13pm
Period 7	12:16pm-12:48pm				Period 7	2:17pm-2:49pm
Period 8	12:52pm-1:25pm				Period 8	2:53pm-3:25pm

Section 2: Severe Weather and School Cancellations

Any weather cancellations will be announced through the following methods:

- Twitter- you can follow SPCS at @SpringfieldPV
- Facebook- [facebook.com/SpringfieldPlatteview/](https://www.facebook.com/SpringfieldPlatteview/)
- Pinterest- [pinterest.com/springfieldplatteviewcommunity/](https://www.pinterest.com/springfieldplatteviewcommunity/)
- All Omaha TV channels- 3, 6, 7, and 42 and newspaper - omaha.com
- School Messenger – parents can sign up for email and text alerts

Local superintendents work with local weather experts and talk through any decisions on weather related cancellations before 9 PM if

possible. If there are questions about the potential of weather conditions the night before, we will wait and announce any cancellations before 5:45 AM. Additionally, parents can sign up for emergency alerts from School Messenger.

After school starts. Every attempt will be made to avoid closing school once classes are in session. However, in some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media, on social media and through School Messenger. **Parents should have a plan in place to accommodate these circumstances.**

Parental decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What not to do. Parents should not attempt to come to school during a tornado warning or during an active emergency. **School officials are not permitted to release students from the school building during a tornado warning or active emergency.**

Emergency Conditions. The school has a system in place that includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. SPCS have developed Crisis Plans for each school to direct emergency response.

eLearning Expectation After Three (3) Days of School Cancellation. After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the academic hallways **15 minutes** prior to the first class or school program. Unless a student has a pass from a teacher, hall supervisors will not allow students to enter academic hallways until this time. Students should have a scheduled appointment with a teacher previously arranged.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. Students are expected to leave campus no later than 20 minutes after the conclusion of the school day or 20 minutes after participation in school activity whichever is later. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Closed Campus

All students are required to remain on campus during the school day. The following expectations shall apply to the closed campus at Platteview High School:

- The closed campus policies shall be in effect from the start of the school day until dismissal each school day.
- Seniors who have applied and who have been approved for an open period will have an adjusted start or departure time as noted in their application approval.
- Sophomores-Seniors that qualify may work from home during their study hall or online academy period if the period occurs at the beginning or end of the school day. See requirements under Open Period in the following pages.
- Students must sign in and out of the main office if they arrive after school has started or if they are leaving prior to dismissal.
- Students must have parent permission if leaving campus. Parents may not call a student out to allow the student to drive off campus for lunch. If a parent wishes to take their child out for lunch, the parent must be present physically to take the student to lunch. In this situation, the parent may not take friends or other students.
- Students must receive permission from the office to leave the building, go to the parking lot area, etc.
- Platteview High School will have an open campus (with parent permission) during semester final exams. See complete details in Final Exam area of this handbook.

Parking Lot Expectations

Students are expected to abide by the following general expectations for parking lot usage. Failure to abide by all expectations and safety guidelines may result in loss of privileges to park in parking lot areas and may subject student to disciplinary action.

- All students will be issued a hanging parking tag for use in the north parking lot (student parking lot).
- The hanging parking tag shall be in place and visible from outside the vehicle. Failure to have visible parking decal will result in school consequences outlined on consequence chart on page #66.
- If a student loses their parking pass, the student will be charged a **\$5.00 replacement fee** and will be issued a temporary parking pass valid for two weeks while issue is resolved. After the two-week period, the student must have a replacement tag in place or will not be allowed to park on campus.
- Student parking spots in the student lot are first come, first served.
- The west parking lot is designated as staff and visitor parking during school hours.
- Seniors with a late start will be allowed in the west parking lot but must receive a special sticker for their parking tag. They will be required to park in the last row of the west lot closest to 108th Street, There will be no extra charge for the special tags.
- The posted speed limit in all of the parking lot areas on campus is 10 mph.
- Drivers are asked not to drive distracted in and around the parking lot areas. This would include using cell phones while driving or being distracted by other students inside or outside of the vehicle.
- No one will be allowed to ride in the back of, or on the outside, of any vehicle. All passengers must be properly seated and wearing their seatbelt.
- Students are expected to park inside marked lane spaces to allow other vehicles to move in and around the parking lot area. Improper parking limits access for buses and emergency vehicles.
- Drivers who block fire hydrant areas or park in no parking areas will be referred to the SRO for ticketing/possible towing.
- **Students may not linger inside their vehicles in the parking lot areas.** This is an area of school safety enforcement that allows school personnel to be able to know who is in the parking lot area at all times. Students are expected to come into the building on arrival and leave the parking area when school dismisses or activity ends. At no time may a student have other students loitering in or around their vehicle before or after school.
- The Platteview High School lot shall be considered closed 20 minutes after the conclusion of school or last activity for in the evening.
- Any student driving recklessly in the parking lot (during or outside of school hours) will be referred to the Sarpy County Sheriff's Office and may also be subject to disciplinary measures, including loss of parking privileges.
- Students are urged to take extra precautions when exiting the parking lot onto either Platteview Road or 108th Street.

Open Periods

Senior Open Periods:

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than ten (10) total tardies during the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

- The only time frames allowed for open periods to be scheduled by students that qualify will be 1st or 8th period.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from the following parties:

- Principal or Assistant Principal
- Counselor
- Advisory period teacher

- Student
- Parent

10th-12th Grade Open Periods in Lieu of Study Hall or Online Academy

In order to be eligible for an open period in lieu of attending their study hall or online academy period in person, a 10th-12th grade student must meet (and maintain) all of the following qualifications:

- A minimum of a 2.67 cumulative unweighted grade point average (no rounding) during preceding semester.
- No unexcused absences the preceding semester.
- No more than 3 tardies the previous semester.
- No discipline referrals resulting in the student being suspended (in-school or out-of-school) the previous semester.
- Zero outstanding ICU's at the end of previous semester.
- Must remain in good standing throughout the semester.

Once a student qualifies for the open period for study hall and online academy periods, the following will apply:

- The PHS administrative team will review the status of all students at each progress report (3 times per semester) and each grading period (end of quarters and semesters) to assure the student remains in good standing.
- If a student fails to remain in good standing, the student loses the privilege of the open period until the next checkpoint opportunity to regain good standing.
 - o No unexcused absences
 - o No more than one (1) tardy arriving to school (if open period starts the day)
 - o No grades of D or F in any course the student is enrolled in
 - o No discipline referrals
 - o For Online

Section 4: Standardized Testing

Springfield Platteview Community Schools administer a number of testing instruments to supplement academic information on students. Students in grades 9-10-11 will take the MAP test in the winter annually. Students in grade 11 will take the state-mandated ACT exam in the spring. The Pre-ACT test will be administered to students in grade 10 on the same day as the ACT for students in grade 11. The test date for the 2022-23 academic year is XXXX.

The importance of the standardized tests extends to both the individual and to the school. For the individual, performing as well as possible leads to an accurate portrayal of where the student is, progress that has been made, etc. so that viable interventions can be implemented to best serve the student. Interventions are not just for struggling students. All students may need an intervention of some sort. High-functioning students might need additional challenges or enrichment activities. The state-mandated ACT exam for students in grade 11 does count as a national test score that is fully paid by the state of Nebraska. Students and parents may elect to have their score reported to colleges and universities.

For the school, all students performing as well as possible allows us to receive an overall score that truly reflects where our school stands, what areas need improvement and identifies what areas the school is strong in. Therefore, accurate decisions can be made in terms of curriculum, interventions, etc.

Parents are asked to make sure that your student is in attendance for all standardized tests and that best effort is emphasized.

Section 5: Homework and the PHS ICU Program

Platteview High School Power of ICU Program

PHS Formula:
Quality, Timely Completion of All Essential Assignments + Quality,
Essential Assignments Tied Directly
to the Learning Target + Timely, Healthy Grading = PHS Student
Success

It is our belief at Platteview High School that every student completes every assignment. We want to make this a vital part of our culture at PHS. We believe that every assignment is **important and relevant** to the learning that is occurring in each classroom. A student giving their best effort on every assignment gives the classroom teacher vital information in which they can make instruction adjustments, discover the need to re-teach areas of struggle, look for opportunities to challenge, etc. Without this information, learning can be incomplete.

Assuring that every assignment is important and relevant is a three-fold responsibility. First of all, teachers must assure that every

assignment is tied to a specific learning target or objective. This 'tie' has to be clear. By making every assignment relevant in this way, the assignment is a key piece of the learning that occurs, and is critical practice for a student performing well on upcoming assessments. Further, teachers must assure that grading is timely. The timeliness of feedback is just as important as the completion of the assignment. How else is a student to know if they are on track with their learning?

Next, students must supply the work ethic. At PHS, we require that every assignment is turned in on time and that the work is a student's best effort. PHS will not accept anything less. Our job is to prepare every student for their life beyond high school, not just to serve the students that might get it the first time. A big part of this is teaching students the importance of responsibility and being engaged in their future. We will need your support on this.

Lastly, is the role of the parent(s). In order for student success to occur, parents have to be engaged in the process – sharing our value of the importance of turning in all work (on time), reinforcing that it is unacceptable to not turn in work and being there in times of struggle and assuring students that interventions are available and assigned.

Defining Quality, Timely Completion of Every Assignment

As homework is considered essential practice in the learning that is occurring in the classroom, PHS expects all students to complete every assignment on time. The feedback generated from this practice (homework) yields important information for the teacher, students and parents.

An acceptable submission is work that in the professional judgment of the classroom teacher is a student's best work for the particular assignment. Partial or incomplete work will not be accepted. If a student does not understand something or does not feel confident in answering a question or section of work, he/she should meet with the teacher, attend intervention opportunities, etc. to be able to acquire the necessary knowledge or skill to complete the work.

Defining Timely, Healthy Grading of Every Assignment

Our teaching staff has a very important role in the PHS ICU process as well. Quality, timely feedback is critical for students and parents and is a professional expectation of all PHS staff.

Timely - most daily homework is expected to be returned within 1-2 class days guaranteeing immediate feedback for most work. All work must be graded and returned to students within one week of the work being submitted (five class periods).

Quality - The learning objective and grading criteria for work must be clearly communicated for all work. Grading should be reflective of how well the student met the established criteria and their demonstration of their level of learning.

Students and parents should take time to refer to the ICU Flow Chart in the Appendix section of this document to best explain the process for interventions, etc.

property and should be treated accordingly. Students using the iPad (device) for inappropriate uses at home or school will attend a conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the iPad (device) will follow the continuum of disciplinary procedures.

1. Each class will begin with iPads (device) put face down on the desk or below the desk, depending on the classroom, to begin each period.
2. Teachers who begin the day with an iPad (device) activity will give specific instructions for the activity.
3. Teachers will notify students when the iPads (device) are appropriate for use in the classroom.
4. Platteview High School is a game-free school during all class time throughout the day including study hall time.
5. The iPads (device) will be loaded with educational apps only.
6. Students are not to use social media, texting, etc. during any scheduled class time including study hall time.
7. Students must keep volume on mute or will use earbuds when working independently. Earbuds or headphones will not be worn during class time. Students in study hall may wear headphones/listen to music with teacher permission.
8. Students must have a school-issued case on their iPad (device) that protects the corners at all times. iPads (devices) that do not have a proper case attached will be confiscated.
9. All PHS staff use Apple Classroom. All students must have their Bluetooth "on" and Airplane Mode "off" during all scheduled classes (including study hall) at PHS.
10. Students are responsible for assuring appropriate security is in place for their iPad or device (i.e. passcode, not left accessible to other students, etc.).

Consequences for an iPad Use Infractions

The consequences for iPad (device) infractions are outlined on page #63.

Section 7: Network Security

Students are strictly prohibited from using or sharing the private network security key. Any student who obtains the private network security key and uses and/or shares this information shall be subject to disciplinary measures up to and including out-of- school suspension and loss of privileges related to electronic devices on school property.

Section 8: Interventions

PHS offers a variety of interventions for students. See the PHS Pyramid of Interventions for Academic Support in the appendix section of this document.

ARTICLE 3 - USE OF BUILDINGS AND GROUNDS

Section 1: Visitors

All visitors must report to the office. Upon entering the main entrance, visitors are required to sign in and receive a visitor's pass. Parents who wish to visit a teacher are asked to pre-arrange a mutually agreed time in advance. Parents or visitors are not allowed to visit classrooms unless specifically approved by the Principal for such activities as being a guest speaker, parent activities or class parties.

Section

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

Section 3: Care of School Property

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

School-issued items that are stolen or damaged are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4: Lockers

Each student that requests use of a school locker will be assigned a hallway locker that is considered property of the school district. Students in Physical Education or that participate in athletic programs will be assigned a locker in their respective locker room. The Board of Education allows students to use such lockers during the school year. The following procedures shall govern locker use by students:

- Upon request, students will be assigned a hallway locker at the beginning of the school year, or on arrival if the student arrives after the start of the school year. Students in PE or an athletic program will be assigned a locker during the term of participation (in PE or athletic program).
- Students must use their own hallway lockers and are not to share lockers with other students. Students may be assigned locker partners for PE and athletic programs.
- It is recommended that students lock their locker with the built-in combination lock provided for hallway lockers and to lock padlock if assigned a locker room locker.
- Students should not leave valuables in their lockers. Money, jewelry and other valuables are enticing for untrustworthy individuals and are impossible to trace. When using a locker room locker, all clothing and belongings need to be stored in the locker. Leaving such items out leads to the loss of items. Our locker rooms are used by a variety of groups and items left out are easy targets for theft.
- Material, which by its nature might offend another student, may not be hung in lockers. Also, writing on lockers (inside or out) is prohibited. Any signage on the outside of a locker must be approved in advance by a school administrator.
- Students are also responsible for the cleanliness inside their locker and the door of their locker.
- Students may be assessed a fine for damage to lockers. Students that do not clean out lockers at the end of school year or term of participation may be assessed a \$5.00 fine.

Section 5: Searches of Lockers and Other Types of Searches

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

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

possession or control:

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

Drug Dogs/Locker Searches

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview High School are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur.

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

- A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.
- A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.
- Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds will be confiscated and the student may be subject to disciplinary action specified in the student handbook.
- The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

Section 6: Video Surveillance

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

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

Section 7: Use of School Telephone

A telephone is available for student use in the main office during normal office hours, with permission of office personnel. A two- minute time limit is allowed for use of the school telephone.

Section 8: Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage. Students are responsible for securing all computers (including iPads or devices) with a passcode and to protect such devices from unauthorized use by others.

Section 9: Lost and Found

Students who find lost articles are asked to take the articles to the office to allow the owner to claim the article(s). If a student loses an article or articles at school, he/she shall report the loss to office personnel.

Section 10: Accidents / Illnesses

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

Students who find themselves ill during the school day must report to the health room. The school health personnel will contact parents. If any student sustains a significant injury at school, the parent or guardian, or the person designated by the parent or guardian on the student data form, shall be notified immediately. If deemed advisable, the school will request the person to pick up the child from school.

In case of an emergency, the school may call the family physician, or an available emergency physician for administration of temporary relief or aid. If, in the opinion of the Principal, or attending adult, a student has sustained a serious injury, or his life is in jeopardy, 911 shall be called immediately.

Section 11: Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 12: Insurance

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

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

The Media Director and Office Staff shall have the responsibility to coordinate all daily and weekly announcements during Advisory Period. All announcements must be approved by Media Director / Principal / Assistant Principal.

Section 14: Copyright and Fair Use Policy

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

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

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

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is

"fair". Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

The following policies shall govern food and drink allowed in the school building during the school day:

1. All food and drink consumption (other than water) must be consumed in either the New Commons or Student Lounge area.
2. Food or drink can be brought into 1st, 3rd or 7th period only. All trash must be picked up and disposed of properly and these time periods adhered to; otherwise this allowance will be discontinued.
3. Water may be taken into classrooms. Water must be in clear containers only. Soda, sports drinks, coffee products or energy drinks may not be brought into classrooms at any point of the day other than 1st, 3rd or 7th period.
4. Teachers may schedule class parties or special events that include food and beverage. These events must receive prior approval from a building administrator.
5. A student with a specific health plan may be granted permission to have an item otherwise prohibited in this section.

Section 16: Hall Passes

Hall passes at PHS are issued by individual teachers. No student may be in hallways or an unsupervised area without a valid hall pass from a teacher. Students found in the hallways without a hall pass will be returned to their assigned classroom.

Section 17: Posters, Displays and Senior Banners

In order to avoid misunderstandings and perhaps unfortunate publicity, all notices, posters, or signs by the students appearing on the bulletin boards or displayed in any manner or place must carry the approval of an administrator.

Senior Banners for Co-Curricular Programs

- Banners will feature all senior members of an athletic team or activity group. No individual banners will be displayed unless only one senior is involved in the designated activity.
- Banners may be displayed in New Commons from the first event through the conclusion of the activity.
- Banners may be secured to the wall with adhesive strips. Permanent methods of hanging are prohibited.
- At the conclusion of the activity, the banners will be given to the head coach or sponsor of activity.
- Banners will be designed by photographer designated by school.
- Banner poses must be sport or activity-related and appropriate for school display.
- Banners will only be displayed for school-sponsored programs.

Section 18: School Dances

PHS dances are sponsored for the benefit of Platteview High School students. The dances are for students in grades 9-12 unless otherwise noted. Out-of-class or out-of-school dates must be accompanied by a Platteview High School student that is enrolled in the ninth grade at a minimum. All out-of-school dates must have a guest form completed prior to the dance and may not be 21 years of age or older. All students and dates are subject to a breathalyzer as they enter the dance.

All students must be admitted to the site of the dance no later than one hour after the scheduled start time of the dance. After the first hour, the doors will be locked. Any student leaving the dance for any reason before the dance is over will not be readmitted. Any student caught using, possessing, or under the influence of alcohol or drugs, will have their parents and law authorities contacted. School penalties as described in the section on alcoholic beverages may also be imposed.

All Student Code of Conduct policies are enforced at school activities including School Dances.

ARTICLE 4 - ATTENDANCE

Section 1. Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors that will result in regular and punctual student attendance.

Schools have found that irregularity in attendance among students is the most frequent cause of failure; consequently, laws and regulations have been passed stating that all students of school age shall attend school unless excused by the school.

Nebraska law 79-201 reads:

"Every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child not less than seven nor more than sixteen years of age, shall cause such child to attend regularly the public, private, denominational, or parochial day schools each day that such schools are open and in session except when excused by school authorities, unless such child shall be graduated from high school..."

Furthermore, schools have found that maximum benefit may be gained for all students only if regular attendance is attained in each individual class. Classroom instruction of a continual and cumulative nature is impossible in the classroom without regular attendance of its members. Schools have found it necessary to pass regulations insuring such a manner that students acquire satisfactory school performance. Also, a proper class attitude toward learning is possible only if each class is composed of members who attend class sessions regularly; thus, pressure is not applied for some to pursue other interests during scheduled class sessions.

The responsibility for regular attendance at school as stated by the Nebraska law and by the policies of Platteview High School as recently revised, rests with the parent, but, for the same sources, it is equally as specific that the school is the only one who may excuse a student from attending school. Parents may ask to have a student excused but only the school may grant the excuse.

Attendance Rules, Procedures, and Forfeiture of Credits

Excused Absences are defined as those absences that have been **communicated** with the Attendance Secretary (**in advance whenever possible**) for the following circumstances:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
- Doctor or dental appointment which require student to be absent from school
- Court appearances that are required by a court order
- School- sponsored activities which require students to be absent from school
- Family trips in which student accompanies parent(s)/legal guardian(s)
- Up to three college visits
- Religious observance
- Other absences that have received prior approval from the Principal or Assistant Principal

***Absences will only be considered *communicated* if the office has received a phone call to the Attendance Secretary (a voice message may be left on voicemail if no answer) prior to the absence whenever possible or by 9:30am the day of the absence. Failure to communicate absence(s) will result in the absence(s) being documented as unexcused.**

Absences of any single period or periods will be classified as excused or unexcused.

Unexcused Absences are defined as those absences that do not fall into one of the circumstances listed above for excused absences **or** any absence that has not been communicated to the attendance office either in advance or by 9:30am the day of the absence. Participation in a senior skip day will be considered an unexcused absence.

Unexcused absences from a class

1. Unexcused absences shall result in coursework being considered "late" for each class missed, and no make-up

privileges for work missed will be permitted. Removal of a student from a class or study hall for repeated disruptions or disrespect would be classified as an unexcused absence. "Skipping" school will be considered an unexcused absence and students will be required to make up the time missed from school as well as receiving "0" grades for each class missed. The student will be assigned to the next available Saturday school. Failure to attend will result in the student being assigned In-School Suspension.

Excessive absenteeism is defined as more than twelve (12) absences per semester for each individual class period for any reason other than school-sponsored activities, students participating in sanctioned school activities under the supervision of a school staff member and for those absences deemed as waived (**not counted in excessive absences total**).

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the Principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such a person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Procedure for students who exceed twelve (12) absences during a semester. All absences other than Activity absences and the three allowable college visits count towards 12 allowable absences.

- A student who is absent more than **twelve (12) days** in any scheduled period during a semester will be placed on non-credit status for the class and will receive a "0" in calculating their grade point average.
- The school will notify a student and their parent/guardian by phone, email and certified letter when the student has accumulated **five (5) absences** and **ten (10) absences** in a semester. In addition, on the **11th absence**, a meeting will be called with student, parents and administration to discuss avoiding non-credit status. This meeting can be held in person or via telephone conversation.
- A report will be filed with the County Attorney if the parent/guardian refuses to meet with the administration and the attendance problem continues.
- The student and parent will receive an email, phone call ~~and certified letter~~ when the student has reached **twelve (12) absences**. This letter will notify parent/guardian of their child's loss of credit or possible retention. A home visit may be employed.
- Students may make up a total of **four (4) absences** by attending Saturday school. Saturday school will be scheduled once a month and twice on the Saturdays prior to the end of the semester. Saturday school will run from 8:00am-11:00am each week. **Students will receive credit for one (1) absence for each day of full attendance at a scheduled Saturday school (up to the maximum of four days).**
- If a student ends the semester with more than twelve (12) absences in any period or periods (once any days that are made up are included), he/she will be placed on non-credit status in that class(es).
- A student and/or parent that wishes to appeal the decision of the student being placed on non-credit status may submit an appeal in writing to the Principal. The request for appeal must be received by the Principal prior to the last day of the semester that the non-credit status has been initiated.
- The Attendance Committee will hear any such appeals within five (5) days of the receipt of the request for appeal and prior to the end of each semester.
- The Attendance Committee will be composed of the Principal, Assistant Principal, both senior high counselors and one of the core department chairs for a total of five (5) members.
- The Attendance Committee **may** recommend removal of the non-credit status for student that meets all of the following conditions:
 - The Attendance Committee believes that extenuating circumstances contributed to the absence total that were unavoidable.
 - Less than three absences were classified as unexcused and all three have been made up in Saturday school.
 - The student has not had any discipline issues resulting in out of school suspensions or multiple in-school suspensions.
 - The student is passing the class(es).
 - If the appeal is ruled on prior to the end of the semester, the student has zero (0) additional absences.
- Once the Attendance Committee has reached a decision, the decision will be communicated with the student and parents via certified mail. The decision will be made within 5 school days of the hearing and such ruling will be final.

Procedure for checking out of school due to illness:

1. Students who become ill at school must **check out** at the office after being evaluated by the school nurse who will make

contact with the student's parent/legal guardian. The school nurse may recommend that the student be excused to leave for the day with parent permission.

2. Students leaving school for any other reason must be cleared in advance by a telephone call or note from the parent/guardian and the student must check out at the office. Failure to properly check out of school when leaving early or arriving late will result in in-school or out-of-school suspension.

Time Allotment for Make-Up Work

A student will be given one day for each day of absence (for excused absences) in which to complete make-up work (other than for in-school or out-of-school suspensions), with a maximum of 10 days allowed to make up work. If the work is not completed in this time, the student will receive no credit for the work. A teacher may choose to extend this deadline, but is not required to do so. **If a student is absent on the day of a quiz or test, the student shall make up the test the day he/she returns to school if he/she has previous knowledge as to the date for the quiz or test.** In cases where students know ahead of time that they will be absent, it is important that a note be brought to the Principal's office explaining the reason for the pending absence so that assignments may be completed before the absence whenever possible.

Chart of allowable make-up work by type of absence

Excused Absence

The student is required to make up all assignments and tests, and will have the opportunity to earn full credit. Students are given 1 school day for each day of absence. Note that when a student has pre-existing knowledge of a test or exam, the student must take the test or exam on the day the student returns from absence.

Activity Absence

The student must hand in all work the next school day that the student is in attendance as activity absences are planned events.

Unexcused absence

The student is required to make up all assignments and tests. Coursework missed during unexcused absences will be considered as late work.

In-School Suspension

The student is required to do all assignments and tests and will have the opportunity to receive full credit. All work is due on the first day that student returns to his/her regular school schedule.

Out-of-School Suspension

The student is required to make up all assignments and tests. All work is due on the first day that student returns to his/her regular school schedule.

Section 2. Tardiness

Students are tardy to classes if they are not in the classroom when the bell rings to begin the period. Classroom interruptions and unnecessary repetition of classroom instructions impede progress in classroom endeavors; thus, it is mandatory that students be present at the beginning of the class period.

Procedure for Tardiness to Class

Students who are tardy when **arriving at school** for the first time during the day are to go to the Principal's office to receive a tardy slip for admission to class or study hall. Excuses such as, "flat tire, dead battery, alarm clock failure, oversleeping, mom didn't wake me up . . ." will not waive the tardy. A student who is more than **15 minutes** late for any class is no longer tardy. Such students will be considered absent. Teachers will enter all tardies and absences into PowerSchool each period.

Tardy Accumulation and Associated Consequences

Each semester students receiving a tardy for any class will accumulate a running total that will follow the prescribed consequence table as different levels are reached. Please note, individual classroom teachers may impose additional consequences in addition to the prescribed school consequences.

<u>Number of Total Tardies</u>	<u>Associated Consequence</u>
1	Verbal warning to student, email to parent
2	Verbal warning to student, email to parent
3	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
4	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
5	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
6	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
7	%Saturday detention to be served 8A-11A – email parent(s)
8	%Saturday detention to be served 8A-11A – email parent(s)
9	Email to parent, meeting scheduled with student and parent, attendance contract must be implemented

Notes regarding tardy consequences:

***Failure to serve will lead to a 60-minute detention to be served within two school days.**

^Failure to serve will lead to a Saturday detention to be served on the first Saturday available.

%Failure to serve will lead to 1-day In-School Suspension assigned to the Administration.

Truancy

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

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods**. A student who is not in attendance for **five, full periods** is ineligible for the contest, performance, or activity that day. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

ARTICLE 5 - SCHOLASTIC ACHIEVEMENT

Section 1: Curriculum Guide

Each year, the staff of Platteview High School will publish a Curriculum Guide that outlines the policies and procedures for taking classes at Platteview High School that provides information in great detail. Students and parents can access the current Curriculum Guide at:

<http://pfs.springfieldplatteview.org/?PageName=SchoolPublications&CategoryID=15905&SubCategoryID=38056>.

Section 2: Grading System

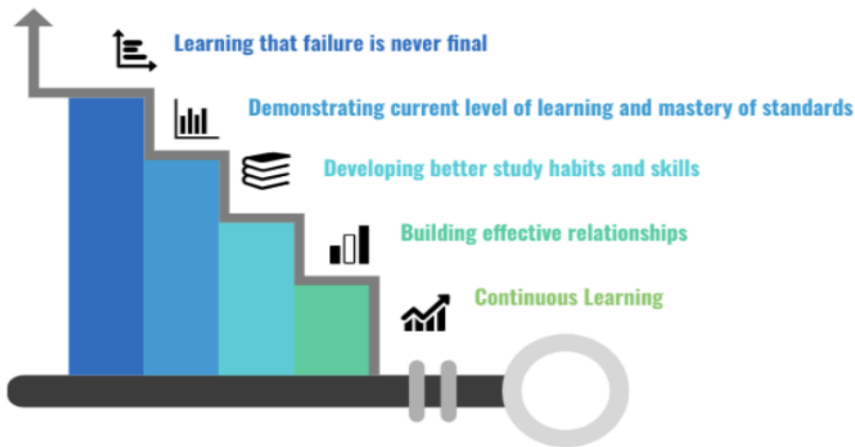
Students will receive letter grades on report cards and transcripts. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of zero (0) and those grades will be averaged into the final grade. The following scale will be used to assign letter grades and a Grade Point Average (GPA) from a percent:

Letter Grade	Percent	Mark Points	Weighted Mark Points
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Weighted classes are noted on the Master Schedule and in current PHS Curriculum Guide.

Section 3: SPCS Grading Policy

Retake Policy for all Platteview High School Credit Earning Courses



The following parameters would apply to re-takes in all departments for students in any PHS credit-earning course, including courses completed by Platteview Central students for PHS credit and for Advanced Placement courses. Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

-**Level 3: Dual Credit** - Follow institution policy

-**Level 2: Non-Dual Credit, Weighted:** Cannot have summative retakes

-**Level 1: Non-Dual Credit, Not-Weighted:** Can have summative retakes

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

The following parameters will apply to students eligible for a retake:

1. Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on a summative assessment.
2. Students must attend an intervention time with instructor prior to qualifying for the re-take examination. As a part of the intervention students may be asked by classroom teacher to complete essential formative work to prepare for summative before qualifying for retake.

3. *The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
4. *Final examinations and final projects given during final exam time do not qualify for retakes.*
5. *A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments.*

The PHS retake policy will be communicated as follows:

- *Published in Student Handbook*
- *Published in Curriculum Guide*
- *Documented on every course syllabus within the department*
- *Emailed to all students and parents upon enrolling in a course in each department*
- *Noted on each course page in Schoology*

Platteview High School Credit Intention Form

Name of Student:

Course:

Partnering Institution:

Instructor:

Semester:

Date Form Received:

PHS Administrative Team Member:

Student must indicate which level they will follow during the course:

Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

Select One:

Level 3: Dual Credit - Follow institution policy

Level 2: Non-Dual Credit, Weighted - Cannot have summative retakes

Level 1: Non-Dual Credit, Not-Weighted -Can have summative retakes

Administrative notes:

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

Section 4: Graduation Requirements

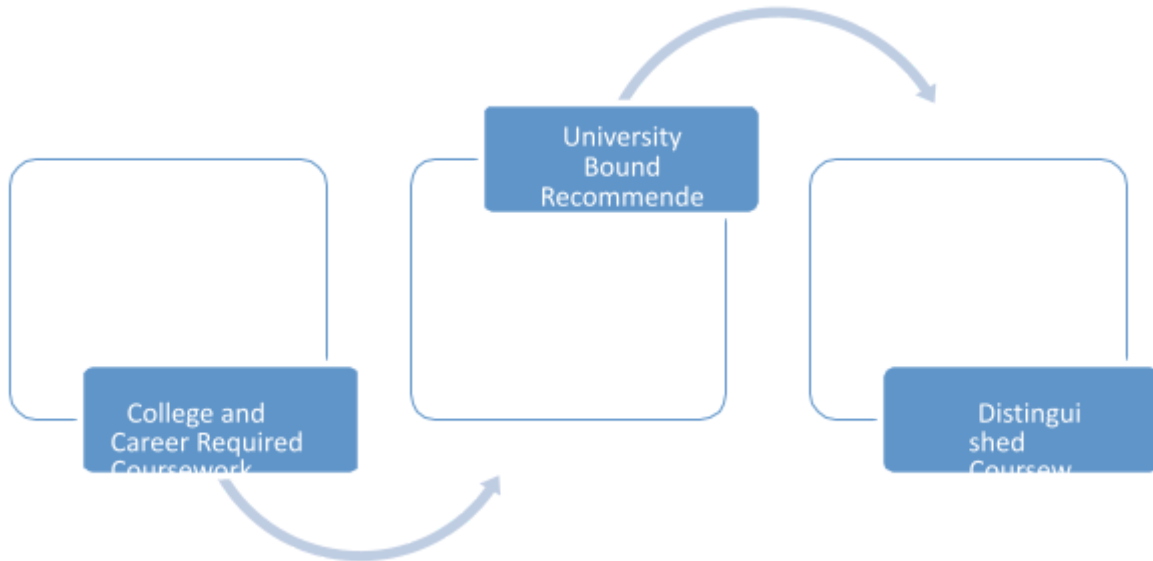
Graduation Requirements by Department/Area (In addition to the credits listed below, a student needs 17 elective credits to meet the 49 credits required to meet graduation requirements)

<u>Department</u>	<u># of Credits Needed</u>	<u>Notes</u>
Language Arts	8	To include English 9 (2) or Honors English 9 (2), English 10 (2) or Honors English 10 (2), English 11 (2) or Honors English 11 (AP Literature and Composition) (2), and English 12 (2) or Honors English 12 (AP Literature and Composition) (2).
Social Science	7	To include World Geography (1), World History (2), US History (2) or *US History 1 (1) and *US History 2 (1), US Government (1) and a Social Science elective (1). *Both are dual credit courses.
Mathematics	6	To include math in succession. The typical path of succession is Algebra 1, Geometry and Algebra 2. Students are encouraged to take a fourth year of math. Course depends on future path of study/career field.
Science	6	To include Biology (2), Chemistry 1 (1), Earth and Space Science (1), Physics 1 (1) and one additional semester of a Science elective (i.e. Material Science 1, Material Science 2, PLTW Engineering Design, Chemistry 2, Physics 2, AP Chemistry or AP Biology). Students pursuing a degree in any science related field at the college or university level are encouraged to take Chemistry 1 and Physics 2 as elective options.
Physical Education	2	
Health	1	
Business	2	College & Career Readiness (1) and Personal Finance (1)

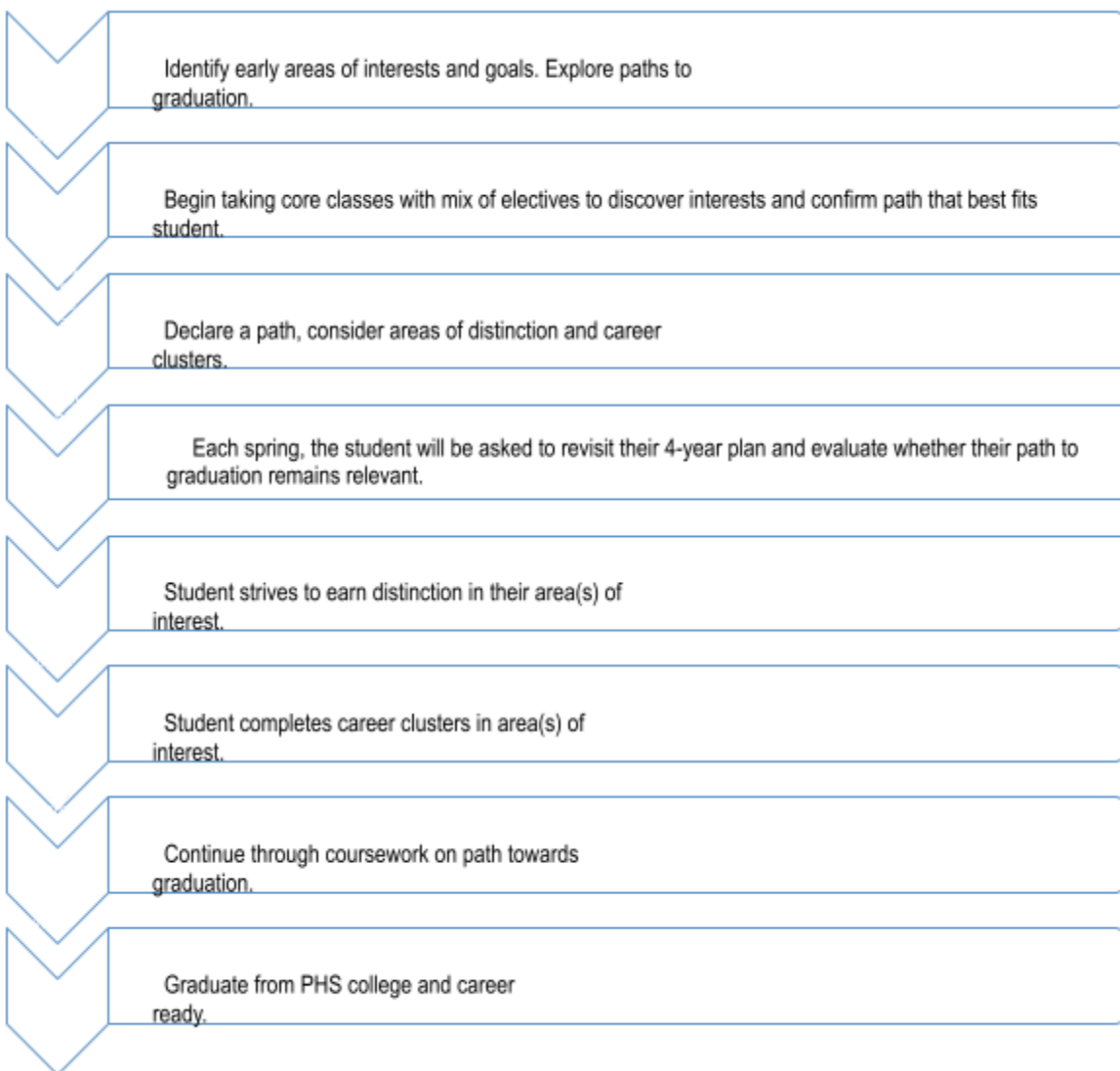
CHOOSING A PATH

Beginning with the Class of 2019, Platteview High School offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. The paths of coursework offer three distinct groups of courses that students can choose based on their interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements of PHS.

Students begin their journey as incoming 9th grade students taking a mix of core and elective courses. The goal for each student is that by being exposed to a variety of courses and rigor during his/her first year of high school, the student can then elect which path of coursework best fits their future interests and goals. As the timeline on the cover of this document outlines, students re-examine their choice each spring when choosing courses for the upcoming year. Students may move between paths at any time throughout their high school tenure.



4-Year Planning and Academic Experience



College and Career Required Coursework – Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

University Bound Recommended Coursework – Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The coursework on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.

Distinguished Coursework – Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the coursework on this path offers the student similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully completing this path and all subsequent requirements associated with the path will earn a Distinguished Diploma from PHS and be recognized at graduation with a honor cord.

ADDITIONAL AREAS OF DISTINCTION

Springfield Platteview Community School and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offerings and departments. In addition to earning distinction by choosing and successfully completing the Distinguished Coursework and all stated requirements, students at PHS may be recognized for distinction in a variety of departments or areas as described on page #25.

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The chart on page #26 outlines all available pathways offered at PHS.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL

Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements **and/or** may earn distinction in one of the identified program areas below. **Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.**

Core Academic Areas		Career Education	Performing and Visual Arts
Language Arts	Science	Business / Computer Science	Instrumental Music
Successfully complete four years of ELA courses to include three years of honors level courses and both semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Must letter in band all four years. Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Advanced Placement or Dual Credit Biology and Advanced Placement Chemistry.	Business - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. Computer Science - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	FACS	Vocal Music
Mathematics	Social Studies	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Score at 75th percentile or higher in math portion of the ACT.		Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.	Submit portfolio of major projects.	Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
	Earn a 3.60 in social studies courses.	Industrial Technology	Visual Art
Foreign Languages	Advanced Placement	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			

CAREER PATHWAYS

<u>Career Field</u>	<u>Pathways</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>
<u>Communication Arts</u>	Digital Design	Intro to Digital Design	Digital Media	Web Design
	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
<u>Information Technology</u>	Computer Science	Exploring Computer Science	Computer Science Principles	Computer Science A
	Information Technology	Intro to Digital Design	Exploring Computer Science	Computer Science Principles
	Software Development	Computer Science Principles	Cyber Security	Computer Science A
	Data Science	Information Technology 1	Information Technology 2	Intro to Digital Design
<u>Business Management and Administration</u>	Accounting	Management	Entrepreneurship	Accounting
	Entrepreneurship	Intro to Business	Accounting	Entrepreneurship
	Management	Intro to Business	Management	Entrepreneurship
<u>Finance</u>	Accounting Cluster	Personal Finance	Accounting	
	Accounting Pathway	Personal Finance	Economics	Accounting
	Economics	Economics	Accounting	
	Financial Management	Accounting		Advanced Accounting
<u>Hospitality and Tourism</u>	Culinary Arts	Foods 1	Foods 1	Foods 2
<u>Marketing</u>	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
<u>Architecture and Construction</u>	Construction Basic	Intro to Industrial Communication and Design	Construction Technology (S1:Q2)	Construction Technology (S2:Q1)
	FCS Drafting	Housing and Home Furnishing	Residential Architectural Drafting	Construction Technology (S1:Q2)
<u>Energy and Engineering</u>	Energy and Engineering	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Energy and Technology (Non-PLTW)	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Robotics	Manufacturing Woods	Robotics	
<u>Manufacturing</u>	Manufacturing Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Manufacturing Metals
	Manufacturing Drafting	Intro to Woods	Intro to Industrial Communication and Design	Advanced Woods
	Production Standards Woods	Intro to Industrial Communication and Design	Manufacturing Woods	Advanced Woods
	Production Engineering Welding	Engineering 1	Advanced Manufacturing Metals	Design and Fabrication
	Production Standards Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Metals
	Manufacturing Basics	Intro to Industrial Communication and Design	Manufacturing Woods	Manufacturing Metals
	Manufacturing Construction	Intro to Industrial Communication and Design	Manufacturing Woods	Construction Technology (S1:Q2)
<u>Human Services</u>	Design	Intro to Design	Clothing and Textiles and Home Furnishings	Entrepreneurship
	Early Childhood	Child Development		
	Food Science	Foods 1	Foods 2	Entrepreneurship
	Nutrition and Wellness	Foods 1	Nutrition	Dietetics
	Child, Youth and Family Studies	Human Growth	Family Relationships	Parenting

Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Literature & Composition	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – Honors English 12 (English 2450 and 2610 Dual Credit)
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	AP Literature and Composition
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science
	Physics 1 and Earth and Space Science	Physics 1 and Science Elective	Physics 1 and Chemistry 2 or Physics 2
	*Students planning to attend UNL or equivalent institution that plan to major in Engineering or Science-related major are strongly recommended to take Chemistry 2 and Physics 2 as an Elective Science course.		Dual Credit Biology or AP Chemistry
SOCIAL SCIENCE	US History 9	US History 9	US History 9
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government and an Elective	US Government and an Elective	AP Government and an Elective
WORLD LANGUAGE		Spanish 1 ^A	Spanish 1 ^A
		Spanish 2 ^A	Spanish 2 ^A
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			20 hours - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	49 credits	49 credits	49 credits , required hours of community service/job shadowing and a 3.6 weighted GPA or higher. No rounding of GPA accepted.
^A Indicates that a student may substitute another approved foreign language in lieu of Spanish.			

Early Graduation (Board of Education Policy):

Any senior that wishes to graduate at midterm must adhere to the following guidelines:

1. He/she must declare intent to graduate at midterm no later than June 1st preceding their senior year by filling out a form that is available in the counselor's office.
2. Upon an examination of credits to see if midterm graduation is possible, a letter will be sent to the student and a duplicate put in the student's file to confirm the intent of midterm graduation.
3. Any intent to graduate early is contingent upon the student passing course work he/she is enrolled in.
4. Midterm graduates may participate in graduation exercises in the spring with the rest of their class. There will be no formal midterm graduation ceremony.
5. Application to waive a semester of attendance must be made no later than June 1st of the preceding school year.
6. Students must have attended Platteview High School for 2 semesters.
7. At the point of withdrawal from classes the student shall become ineligible for participation in any interscholastic activity sanctioned by the Nebraska School Activities Association.

Graduation at the End of the Junior Year:

The Board of Education has authorized the Superintendent of Schools to permit students to graduate after the junior year in very special circumstances. The procedure to be followed to request graduation after the junior year is as follows:

- The student or parent will request a meeting with the Principal and the Senior Counselor. Both student and parent will attend this meeting.
- The student and parent will explain the special circumstances that they believe necessitate an early graduation.
- The Principal and Counselor, based on the parent/student meeting will make a recommendation to the Superintendent of Schools.
- The Superintendent will make the final decision and notify the parent and student.
- The student will have to successfully pass all graduation requirements in order to graduate early.

Section 5: Student Classification

Classification	Accumulated Credits
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

The class schedule students receive at the beginning of the school year is based upon the registration process completed in the spring. Parents, students and the school must consider the spring registration process as being final except in cases of extenuating circumstances. As has been the practice in the past, we do not have the space or ability to make changes in a student's schedule for the upcoming year outside of the guidelines below. Work schedules, or before and after school extracurricular responsibilities must be worked around the class schedule provided at the beginning of the school year. Changing schedules for things such as transportation, work schedules, or to move a class to another period or to a different teacher will cause class load imbalances for other students and teaching staff.

- A student will only be considered for a schedule change if one of the following conditions exists: health problems, change of teacher recommendation, failing prerequisites, incomplete graduation requirements or a situation that the student can justify a need for the change that is impacting the student's overall schedule or four-year plan.
- Students must complete a Schedule Change Request form from the Counseling & Guidance Center and work through proposed

change using current year's Master Schedule. All schedule change considerations will be contingent upon whether there is room in the class and determination by the Counseling Department that the student meets the criteria to approve the change. The student should be prepared to present proposed changes when meeting with Counseling Office staff.

- After the conclusion of the first five days of the semester, a student will not be allowed to add or drop any classes to his or her schedule.
- The last day students can drop a yearlong class with parental permission and submission of the Schedule Change Request form will be the last week of 1st semester. No changes will be allowed once the 2nd semester begins. All schedule change considerations will be contingent upon whether or not there is room in the class.
- Schedules will not be juggled or switched to accommodate extracurricular activities.
- Once schedules are set and the pre-registration sheets are signed by the student and the parent (in the Spring preceding that semester), there will be no drops allowed for AP, dual credit, and college credit classes even with parental permission or request.
- Students enrolled in online classes through the Platteview High School Online Academy will follow add/drop policy of entity offering course. Students who drop an online class once the class has started are responsible to reimburse the District for the cost of the class.

College/Dual Credit Drop Policy

- The college credit portion of a dual credit course is regulated by enrolling in a college or university.
- Students will remain in the class for high school credit only (if taught by a Platteview High School instructor).

Class Load

Students in grades 9-11 are required to carry a **minimum of seven academic periods during each semester of high school**. A student may:

- be enrolled in seven (7) courses and a study hall or
- be enrolled in eight (8) classes

Students in grade 12 are required to carry a **minimum of six academic periods during each semester of high school**. A senior student may:

- be enrolled in seven (7) courses and a study hall
- be enrolled in seven (7) courses and qualify for an open period or
- be enrolled in six courses (including Internships) and have either a study hall or qualify for an open period
- be enrolled in eight (8) courses

Senior students may not request abbreviated schedules. Students requesting to be a teacher or office aid do so by replacing study hall in their schedule. A student may not serve as an aid and be in study hall.

Incompletes

It is important that work assigned to students be completed on time. There may be a legitimate reason for a student not completing work on time.

For semester grades, the student may receive credit for work no later than two weeks after the semester has ended. Repeating

a Course

For a course a student has already passed:

A student may occasionally wish to repeat a class that interests the student or to improve a low grade. A student may only be approved to repeat a required, core class in rare cases. Among other items considered would be class load, overall effect on student's schedule and their academic and discipline record. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed in Curriculum Guide for the current academic year. All grades earned will be documented on the student's transcript and calculated into the student's GPA.

For a course that a student has failed:

A student that has failed a course may either be referred to the Trojan Academic Center or will be advised to repeat the course. The TAC is designed for unit recovery, not course recovery. When repeating a course that a student has failed, it is important to note that the "F" will remain on a student's transcript and calculated in GPA, while a "P" (not calculated in GPA) will be recorded if credit is earned in making up the credit. Please see information that follows relative to the TAC.

Section 7: PowerSchool / Progress Reports

Teachers provide ongoing grade updates through Schoology. All parents and students are expected to monitor Schoology regularly. To assist in this regard, Schoology offers a daily grade report that is sent via email to parents. Please see instructions in Appendix section to register for this report. If questions arise or parents need more detailed information, please contact the classroom teacher directly.

Progress reports are sent out to parents at the midpoint of each semester. These reports are sent out only as a reminder/update to the parents and students of progress throughout the semester. It is our belief that the progress reports give the student time to improve work in a subject, initiate communication of concerns between teacher and parent, etc. It is important that a student keep track constantly of his/her progress throughout each semester.

Section 8: Report Cards

Report cards will be distributed to parents each quarter and end of each semester. College and Career Readiness skills will be assessed by all Advisory teachers at the midpoint of each semester based on the rubric developed by the administration and Building Leadership Team. These scores reflect areas such as responsibility, timeliness, teamwork and citizenship. Such skills are critical for all students as they work throughout their life. Any other concerns or remarks will be communicated with parent(s)/legal guardians throughout the year on an individual basis.

Section 9: Parent-Teacher Conferences

Parent-teacher conferences will be held at the midpoint of each semester. Refer to the current school calendar for exact dates.

Conferences will be set up through Platteview High School PTC Scheduler each semester. The link for signing up will be posted on the PHS website and emailed to all parents.

Conferences with teachers, at any other time, are possible by calling the school office (or emailing the teacher directly) and making arrangements with the teachers.

Section 10: Awards / Recognition

Class Rank

Class rank for all students is determined at the end of each semester and may be obtained from the counselor.

Principal's List

The Principal's List is a designation that is earned by a student who achieves a grade point average of 4.00 in a semester, and is enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible).

Honor Roll

The PHS Honor Roll recognizes students who have achieved a grade point average of 3.75 or above, and are enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible). This recognition is given only at the end of the semester grading periods.

Merit Roll

This is an academic achievement at PHS for students who have achieved a grade point average of 3.50 or above. This recognition is given only at the end of the semester grading periods.

Academic Lettering

Students who have been named to the Honor Roll for four consecutive semesters may request recognition and an academic letter.

English Excellence Award

To earn this award a student must achieve the following: 3.75 GPA, English composite score in the 85th percentile on the ACT, SAT, or PSAT, entered 3 to 5 writing contests or submissions to publications, and earn an 'A' in all Honors or Honors-related English courses or complete four years of Honors English Courses.

Boys State/Girls State

The American Legion and Auxiliary votes on and honors a select group of junior boys and girls from a field of applicants.

Academic Excellence in Mathematics

Students who have completed four years of mathematics courses, have no more than two B's in their math courses and score in the 75th percentile or greater on the ACT qualify for this recognition.

Key Staffer Awards

Recognition for this award is based on participation and excellence in the Journalism Department

Perfect Attendance

Students who do not have any absences throughout the school year qualify for this recognition.

Hugh O'Brian Award

This award is presented to a sophomore student selected by staff to represent Platteview High School at the Youth Leadership Institute.

Most Representative Students

This award is voted on by teachers to recognize students who excel in all areas.

Man/Woman of the Year

This award is voted on by students to honor one boy and one girl from each class as the man or woman of the year.

Top Ten Percent of the Senior Class

This designation is determined by the weighted grade point average of students. No rounding will occur.

Section 11: National Honor Society and Student Council

National Honor Society About Us

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

History

The National Association of Secondary School Principals (NASSP) officially established the NHS in 1921. Though many local and regional honor societies existed prior to 1921, no nationwide organization had been founded. Under the leadership of Dr. Edward Rynearson, principal of the Fifth Avenue High School in Pittsburgh, the organization grew from the original Alpha Chapter at the Fifth Avenue School to more than 1,000 chapters by 1930. Equipped with a constitution, an emblem and motto, and a group of dedicated principals as coordinators, the new NHS organization quickly developed into one of the country's leading educational groups.

Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership; and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in each local chapter.

Selection Process:

Students who have a minimum 3.5 (un-weighted) cumulative GPA are eligible to fill out this information packet. The information packet must

be turned in by March 5 at 4:00. If not, the student is no longer included in the application process. Once an application is turned in, it becomes the property of Platteview High School.

Students will also be required to do a timed write on February 26 or March 5. This will be a 20-minute essay on the topic of Service.

Students will also need to turn in a 2-3 minute video explaining why the student would be an excellent candidate for induction into National Honor Society. This video must be uploaded to YouTube and the link sent to nhsadvisor@springfieldplatteview.org. The video may remain private.

All High School faculty members will be asked to fill out the rubric on candidate students. Students must receive 21 points on the rubric without receiving a score below three (3) points out of the possible five (5) points in the areas of Service, Activities, Leadership, Character, and Faculty Rating or below a two (2) out of the possible three (3) points on the Service Essay and Video Submission to advance to the Faculty Council screening.

The Faculty Council will meet to watch the video, view faculty input, and view the student's application to determine the selection status of each candidate. The Faculty Council will use the provided rubric as a guide in their discussions to vote on final pool of candidates. A candidate must receive a minimum of three (3) out of the possible five (5) votes to be selected for the Platteview High School NHS.

All students will receive a letter stating their selection status.

Non-selection:

"Parents and students must understand that no student has a right to be selected for membership in a chapter of National Honor Society, and that the Faculty Council is entrusted with making selection decisions..."

"Schools are not obligated to share with parents and students, information concerning non-election of specific students. According to NASSP(National Association of Secondary School Principals) legal council, no constitutional due process requirements apply in non-selection cases."

"The National Council and the NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters."

NHS Resources – all can be found on the PHS website.

[How to become a member](#)

[NHS timed write Candidate](#)

[suggestions](#)

[Platteview High School NHS Bylaws NHS](#)

[National Constitution](#)

[Platteview High School NHS Selection Rubric](#)

Student Council

Student Council members will be elected in the fall of each academic year. Each class will elect three (3) members and all students will select a Student Council President.

Section 12: Academic Integrity

Policy Statement

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

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

Definitions

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

- I. **Cheating** means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
 1. Tests (includes tests, quizzes and other examinations or academic performances):
 - i. Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
 - ii. Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - iii. Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
 - iv. Use of Other Student to Take a Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 2. Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test. Papers (includes papers, essays, lab projects, and other similar academic work):
 - i. Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - ii. Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - iii. Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - iv. Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - v. Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
 3. Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

II. **Plagiarism** means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words or works. Plagiarism includes, but is not limited to:

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

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

IV. Sanctions

The following sanctions will occur for academic integrity offenses:

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

Section 13: Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS.

Mission Statement

Daily and intentional time will be reserved to ensure every student at Platteview High School has at least one trusted adult advocate who will stand by them to listen, advise, mentor and lead.

Advisory Period Goals

- To strengthen relationships, trust and rapport between teachers and students.
- To directly access struggling students and provide appropriate and timely interventions.
- To build a sense of togetherness within the larger school community.
- To complete important daily tasks that are valued within our school system (i.e. attendance, announcements and the Pledge of Allegiance to name a few). Other housekeeping items will come up on a regular basis that will be supported through advisory.
- To promote strong character and values within our student body with a systematized process for teaching and learning those traits.
- To encourage and promote punctuality, regular school attendance and academic achievement that will be supported and monitored by advisory teachers.
- To provide additional time for academics to support both our core content and our career and technical education

programs.

- Individual student achievement goals will be set through student meetings with the school counselor to discuss MAP, ACT, diploma paths, career opportunities and much more.

How will this be accomplished?

- The Advisory Leadership Team will send agendas (including possible lesson plans, guides, etc.) to teachers by the end of the school day on Thursday for the following week.
- Teachers will meet weekly in curricular area teams to review agendas, develop lessons further, apply topics more appropriately to their specific groups/grade levels.
- Teachers will meet often with their advisory students, one-on-one, to discuss grades, citizenship, activities, attendance and much more.
- Teachers will use a character program that provides video lessons, support resources and materials to teach and discuss character and values within the advisory classroom.

Sample Activities

- Tracking grades, missing work (ICU), attendance, tardy management and discipline.
- Individual student meetings.
- Team building activities.
- Interventions.
- Exploration of study.
- Enrichment activities.
- Career education skill building including virtual job shadows.
- Core study practice.
- Reading.
- Other.

Section 14: Commencement

Each year Platteview High School will sponsor a commencement ceremony. This ceremony is a privilege and not required to complete PHS graduation requirements. Students will be notified each year of upcoming commencement dates and requirements for participation.

Commencement Ceremony Guidelines and Expectations

At Platteview High School we work very hard to communicate guidelines and expectations in advance to help seniors and parents plan for graduation.

Purpose of Commencement Ceremony at Platteview High School

The purpose of the Commencement Ceremony at Platteview High School is to recognize and honor the achievements of the graduating class. The Commencement Ceremony at Platteview High School is a formal ceremony. As such, Platteview High School reserves the right to set guidelines and expectations as such to assure that we remain true to the purpose of the event. We ask that you support us in keeping the event a ceremony and not a celebration. Graduation celebrations occur after our ceremony. Both are important to our graduating seniors and their families. The important thing is understanding the proper time for each type of activity.

One example of proper decorum at our Commencement Ceremony surrounds the time when the name of each graduate is read. It is understandable that a graduate's family would be excited and applaud their graduate as their name is read; however prolonged eruptions of cheering, ringing bells, blowing a whistle, throwing confetti or sounding an air horn would be disrespectful to other graduates and would cross the line between a ceremony and a celebration. Graduation is important to every single senior and their family. Actions such as those described disregard the feelings of other families (such as those immediately before and after such disruptions) and as such are strictly prohibited. No artificial noisemakers, confetti, beach balls, etc. will be permitted by graduates or attending spectators.

Please help us make our ceremony one that honors all graduates and their time here at Platteview High School. The following sections are designed to help familiarize you with what is expected.

Acceptable Commencement Attire

Seniors graduating from Platteview High School are expected to wear appropriate attire for the graduation ceremony and behave in a manner expected of every student as described in this document.

Male students will be required to wear dress slacks (no jeans or shorts), dress shoes and socks (no flip-flops or tennis shoes), dress shirts with collar (tie is optional). Female students will be required to wear a dress or dress slacks, and appropriate shoes (no flip-flops or tennis shoes).

Failure to adhere to the Commencement Ceremony guidelines and expectations as outlined above, as described to students during Commencement Ceremony practice, or as instructed by the class sponsor or administration, will be denied entrance into the ceremony, be removed from the Commencement Ceremony, or result in their diploma being withheld until such time as outlined in a discipline plan set up by administration.

Graduates are not to attach any items to their hat or gowns. No personal (or special order items) such as tassels or sashes may be worn. Students are not allowed to possess the following items during the ceremony: cell phones, ear buds, electronic devices, purses or handbags. Graduates will be checked for any such items prior to the ceremony.

Students will be asked to change unacceptable items, which may mean that the student may have to return home to change into appropriate clothing. It is advisable to check in advance of the graduation ceremony with the Principal or staff sponsor if you are uncertain about your attire.

Student Behavior

Senior students are reminded that any violations of the student code of conduct that result in long term suspensions or are egregious in nature at any point from this time of year on may jeopardize the student's privilege of taking part in the Commencement Ceremony in May.

Finishing Strong Academically

It is the responsibility of each senior student to work with the 12th grade Counselor to assure that they are on track with all graduation requirements and to assure that they complete all classes with a passing grade that are required for graduation.

Date Reminders

Students and parents will be given key date reminders throughout their senior year. These dates and reminders will also be posted on the Platteview High School website under School Publications.

Commencement Practice/Rehearsal

Participation in scheduled commencement practice/rehearsal is a requirement for a student to participate in the PHS Commencement Exercise. The practice/rehearsal will be held during the afternoon of the last day for seniors (following the Senior BBQ).

Senior BBQ

PHS will sponsor a Senior BBQ for all seniors and parents to be held during of the last regular school day for seniors each year. Event details will be shared with seniors and their parents throughout the school year.

ARTICLE 6 - SUPPORT SERVICES

Section 1: Special Education Services

What Does Special Education Mean?

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

Students Who May Benefit

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

How are Students With Disabilities Identified?

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

Independent Evaluation

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

Re-evaluation

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

Individual Education Program (IEP)

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

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

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

More Information

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

- Section

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

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

Section 3: The Student Assistance Team (SAT)

Supporting students, teachers and parents

What is a Student Assistance Team (SAT)?

The SAT is a school team, which includes the parent and, when appropriate, the student, in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make every student successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and

support teachers and parents. The SAT includes the most important people in the student's life such as parents or caregivers, teachers, counselors, specialists, school administrators or designees, and any other school or community members who can provide support.

How does the SAT Process Work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher(s) would have already notified the parent regarding these issues. Prior to the first SAT meeting, teachers would have implemented some classroom modifications that enhance learning for students. A modification may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student. Any modification that has been tried or is currently in place will be discussed with a parent at the SAT meeting. Using this information, the team can suggest further steps to help the student.

What happens at a SAT Meeting?

1. The student (when appropriate) and parents meet with a group of teachers, wellness staff, and/or administrators.
2. A facilitator leads the group through a process, which results in a written plan of action.
3. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team brainstorms interventions and chooses actions to complete a plan of action for student success.
4. At the end of the meeting, a follow-up date will be scheduled to review progress. You will be invited to meet again with members of the SAT to evaluate changes and growth in your student.
5. Additional testing through Special Education resources may be recommended. This recommendation comes from the members of the SAT only after modifications and suggestions have not proven to be successful.

Section 4: Child Find Notice

Springfield Platteview Community Schools has an ongoing goal of locating and identifying all children, birth through age 21, who have special needs. The district will provide any child or youth who has a disability an appropriate public education at no cost to the parents for the child. Children or youth with disabilities are those who have developmental delays, hearing impairments or deafness, vision impairments or blindness, emotional disturbance, health impairments, specific learning disabilities, speech and language impairments, intellectual disability, orthopedic impairments, autism, multiple impairments or traumatic brain injuries. In addition, children and youth with any disability which substantially limits a major life activity may receive accommodations to allow them access to an appropriate education (Section 504 or the Rehabilitation Act, as amended).

Springfield Platteview Community Schools requests your help in locating children and youth with disabilities who are eligible to benefit from Special Education or 504 accommodations. If you know of a child or youth who is a resident of the district, who may have a disability and is not receiving needed services, please contact the Director of Special Services, 14901 S. 108th Street, Springfield, NE 68059, (402) 592- 1300. Also, if you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the same person.

Section 5: Guidance Services

Springfield Platteview Community Schools employ counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling, to serve students with college and/or career planning and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Academic Counseling and Scheduling

Counseling is available for academic planning. The counselors will oversee scheduling to guide each student towards meeting graduation requirements to assist ensuring that a student is college and career ready. Parents are encouraged to be an integral part of this planning.

Career Counseling

Career counseling is provided all students through testing, group guidance, subject exposure in the classroom, and through

individual counseling. This service is designed to facilitate each student in making college, vocational, and occupational choices. Assistance is available to students and parents in selecting a college, or vocational school, taking appropriate entrance exams, applying for scholarships, and obtaining financial aid. Career choices can be aided by using the Guidance Information System via computer, utilizing catalogues, and materials available through the counselor's office.

Post-Secondary Planning Websites

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- <http://www.nebraskacareerconnections.org>: provides education and career planning resources
- <http://www.educationquest.org>: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches
- <http://www.actstudent.org>: register for the ACT test, practice questions, and college planning resources
- <http://www.collegeboard.org>: register for the SAT test, practice questions, and college planning resources

In addition, a student or parent can make an appointment to visit with the Platteview High School counselors to assist with needs in this area.

Bullying Prevention Website Resources

Platteview High School and SPCS does not endorse specific websites. The links below serve as external resources available to our school community.

Anti-Defamation League: Bullying/Cyberbullying - Provides strategies and resources for educators, youth, and families to respond to and help prevent bullying and cyberbullying.

<http://www.adl.org/education-outreach/bullying-cyberbullying/>

PACER National Center for Bullying Prevention - Provides resources for adults and students about bullying. <http://www.pacer.org/bullying/>

Stopbullying.gov - Provides prevention and response strategies for parents, educators, community leaders, children, and youth about bullying and cyberbullying. Includes fact sheets, tips, videos, blogs, and a resource inventory. Information for adults is presented in English and Spanish. A federal government website managed by the U.S. Department of Health and Human Services. <http://www.stopbullying.gov/>

Section 5: Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100.4°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

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

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your

child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. For prescription medications, the district requires a signed physician authorization form. Both the parental and medical provider forms are available on the district website under the Health Services section.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). For medications that are controlled, for example medications for ADD/ADHD, the health office will only accept a two-week supply. If you are not sure if your child's medication is controlled, please reach out to the health office for assistance.

All medications given to the school need to be picked up at the end of the school year. Those medications left in the health office after the last day of school will be destroyed if no other arrangements have been made for parental pick up.

If your child has asthma or diabetes or any other medical diagnosis that you want to make sure the health office or other staff members are aware of, please contact the health office staff at your child's school. For those students with asthma or diabetes, there are state required forms for their healthcare needs during school hours. These forms can be found on the district web site under the Health Service section.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades will be screened for vision, hearing, dental defects, height and weight. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year and on an annual basis. The Nebraska statute requires school-age screening, for parents who remove their child from the screening program they must submit findings from an alternate medical provider to the school proving that the child went through screening within the last 6 months.

Physical and Visual Examination

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

Immunizations

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

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

Certificate Requirements

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

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

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

1. A teacher or staff member makes a report of a child with live lice.
 - a. The student will be checked in the health office.
 - b. The screening will be done with discretion.
 - c. Identify live lice by their movement; identify nits by their adherence to the hair shaft.
2. Parent Notification of Head Lice
 - a. The health services staff will notify parent/guardian when live lice are found in their student's hair.
 - b. The parent/guardian to pick up students as soon as arrangements can be made.
 - c. The student will remain in the health office until the parent/guardian arrives to take them home.
 - d. The health care office will maintain a supply of combs for students to take home when needed.
3. Parent Pick-Up
 - a. Parents/Guardians will be directed to health services staff for information and treatment recommendations.
 - b. If needed, the health services office will provide the parent/guardian with information about lice and the procedure to return to school.
4. Return to School
 - a. Students may return to school after they have received effective treatment.
 - b. Effective treatment shall include but is not limited to:
 - i. MUST comb hair with a lice comb to remove nits.
 - ii. Bedding should be removed and washed in warm water and dried at a high heat setting.
 - iii. Shampoo with a lice treatment shampoo located at any pharmacy or comparative alternative treatment.
 - c. The health service staff will inspect the student's hair to assure that there are no live lice and nits remaining. Students will not be allowed to attend classes with live lice, and it is expected for parents to continue to work on removing nits.

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

Contagious or Infectious Disease

Whenever a student shows symptoms of any contagious or infectious disease, the student shall be sent home. The Superintendent shall be notified as per State Statute. Regulations set up by the state and local Health Departments for excluding children with communicable diseases from school will be followed. A student who has been absent due to a communicable disease must have a release from his physician, or the school nurse before returning to school.

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical and academic staff until the student is fully recovered. *Parents are responsible for notifying the health office when their student sustains a concussion during any school or non-school related activity.*

The school administration of Platteview High School adopts NDE Guidance entitled "Bridging the Gap From Concussion to the Classroom," as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Child Abuse

To comply with current Nebraska Statute, pertaining to Abuse of Minor Children or Incompetent or Disabled Persons, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be:

1. placed in a situation that may endanger his life or physical or mental health, tortured, cruelly confined, or cruelly punished,
2. deprived of necessary food, clothing, shelter, or care,
3. left unattended in a motor vehicle, if such a child is six years of age or younger, or
4. sexually abused.

State law provides immunity from liability to reporting or investigating child abuse.

Section 7: Transportation Services

School Bus Regulations

Safety is our first consideration when transporting children to school. If the driver is distracted or directs attention away from the road, danger exists.

Authority of Driver: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the pupils while they are on the bus. It may become necessary for the driver of the bus to assign seating in order to maintain an orderly environment. All buses are owned and operated by the Student Transportation System of America.

Conduct Rules

- Cooperate with your driver.
- Stay seated facing the front of the bus.
- Students are to be dropped off at their assigned stop. Drivers must receive a signed note by parent/guardian giving permission for other drop-off arrangements.
- Keep your head, hands, and feet to yourself and inside the school bus.
- Talk quietly, be courteous and no profane language is allowed.
- Students must be quiet at railroad crossings.
- Aisles shall be clear and unobstructed at all times.
- Help keep your bus clean. Do not litter in or out of the bus.
- Do not eat or drink on the bus without permission from driver. (Candy, gum, etc.)
- Do not bring hazardous materials on the bus.
- No animals are allowed on the bus.
- Do not tamper with or damage the bus or its equipment.
- Students shall not use the emergency exits unless an emergency exists.

The following inappropriate behavior will have immediate action and may include, but is not limited to the following, resulting in automatic suspension of transportation privileges: 1) fighting, 2) defiance of bus driver, 3) using matches/smoking or vaping, 4) vandalism, and 5) harassment or other behavior that involves disrespectful action towards another student(s).

Students should respect all employees and fellow students of the district and may be subject to discipline policies set forth by the Student Transportation System of America and Platteview High School.

Consequences for violating school bus rules:

- 1st Incident - Driver verbally warns student.
- 2nd Incident - Student receives citation; parent and Principal/Assistant Principal are verbally notified of the infraction.
- 3rd Incident - Student receives citation and is suspended from the bus for three to five days; parent is notified of the infraction by the Principal/Assistant Principal.
- 4th or More Severe - Student receives citation and is suspended from the bus up to the remainder of the school year.

Section 8: School Lunch Program

Current Lunch Prices

Breakfast- \$2.10 Adult Breakfast- \$2.10 Lunch- \$3.45 Milk- \$.60 Ala Carte prices - TBD

Cafeteria Expectations

Platteview High School is a closed campus. Students are required to remain in the building during school hours. This includes the lunch period. Students at Platteview High School are scheduled for a thirty-minute lunch period. In order to assume an orderly lunch period, students are requested to observe the following rules:

- All students must report to the Cafeteria, Student Lounge or New Commons during the time they are scheduled for lunch, regardless of whether they plan to eat or not.
- Tables will be allowed no more than (5) students to sit at each.
- ~~9th grade students must remain in Cafeteria area throughout the lunch period until a point of the year determined by lunch supervisors.~~
- Students that violate lunch expectations (regardless of grade) will be assigned to an alternate setting for their lunch period for a time period determined by the administration.
- There should be no running in the hallway or "cutting in" or saving places in the lunch line.
- No food or drinks may be removed from these areas. When a student is finished eating, he/she will return the food tray to the wash area and return to his/her table or one of three areas listed.
- Students caught throwing food in the Cafeteria will be referred to the Administration.
- A student who violates the closed campus rules will be referred to the Administration.
- Due to Federal lunch program guidelines, students may not bring in outside hot food items for others during the lunch period.
- Money may be placed in accounts before school in the food service office from 7:45 am to 8:05am.
- Students are required to pay for all lunches received. Parents should keep enough money in the food service account to stay current. Each week on Tuesdays and Fridays – generic emails will be sent to families with low account balances (\$5.00 or less in a student account).
- The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat because the child forgot their lunch, their lunch money or has lost their money. On the first negative charge, school personnel will send home a slip with the student. The Food Service Office will also mail letters notifying the parents or guardians of their child's negative account. If there is no response from the parent or guardian a meal application for free or reduced lunch will be mailed out. If negative charges continue to occur, the matter will be turned over to the school Principal for resolution. Insufficient funds checks do count as charges for these rules. A \$5.00 fee will be added to all returned checks.
- Free or reduced price lunches are provided for those children whose parents can meet federal income guidelines. Application forms for this service are available in each school office and are sent home at the beginning of the school year with each child. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits can be given.
- The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.
- In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866)632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339 or (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Protocol for Zero Balances:

- Step 1 Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day. Step 2 Every Tuesday & Friday emails are sent to parents with a balance below \$5.00.
- Step 3 Once a week negative balance letters go out to each school to be sent home with the child.
- Step 4 A list of negative balance accounts are sent to each school weekly. If the family balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.
- Step 5 After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

ARTICLE 7: DRUGS, ALCOHOL, TOBACCO AND VAPING

Section 1: Drug-Free Schools

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

In addition, the District strictly prohibits the use of tobacco, tobacco products, and vaping on school grounds and at all school activities.

Section 2: Education and Prevention

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

Drug and Alcohol Use and Prevention

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

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

Safe and Drug-Free Schools - Parental Notice

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

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

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.

3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product or vaping device or product.

Disciplinary Sanctions

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

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

Intervention

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

Administration

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

ARTICLE 8 - STUDENT RIGHTS, CONDUCT, RULES AND REGULATIONS

Section 1: Purpose of Student Conduct Rules

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

Section 2: Forms of School Discipline

Short-Term Suspension

Students may be excluded by Administration from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

1. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent 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 the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
6. Students on a short-term suspension shall not be permitted to attend any school-sponsored events (home or away) during the term of the suspension.

Long-Term Suspension

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

Expulsion

Meaning of Expulsion

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall

remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

Suspensions Pending Hearing

When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the Principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent. The suspension pending hearing may be imposed if the Principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

Procedure for long-term suspension/expulsion:

The procedure shall be the same as that of short-term suspension except as follows.

The Principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purpose or personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the Principal makes such determination in writing, nothing in this policy shall be required. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the Principal has made a determination as described above. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student. Such written 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 or expulsion, including a summary of the evidence to be presented against the student.
 - b. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
 - c. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
 - d. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
 - e. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
 - f. Nothing in this policy shall preclude the student or the student's parent guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
 - g. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
 - h. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the SPCS Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
 - i. A hearing shall be held before the Board of Education within a period of 10 school days after it is requested and such time for a hearing may be changed by mutual agreement by the student at the Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Summer Review

Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

Alternative Education

Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

Suspension of Enforcement of an Expulsion

Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one (1) full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school.

The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Other Forms of Student Discipline

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

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

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

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

being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, vaping device or products or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events. Bullying which shall include cyberbullying, 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 e-mail 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. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
10. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
11. Repeated violation of any rules established by the school district or school officials if such violations constitute substantial interference with school purposes.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding the buses operated for SPCS operations.
16. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the

second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
17. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one (1) calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one (1) year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:
- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
 - b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
 - c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
 - d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.
18. Knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered could be considered a weapon including any imitation or look-alike object or materials which can be reasonably considered, or mistaken for, a weapon or which is represented as a weapon and interferes with school purposes." This would include objects such as, but not limited to paint ball guns, cap guns, sports equipment (baseball or softball bats), etc.

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct 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, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

Student Appearance

Students at Platteview High School are expected to dress in a way that is appropriate for the school setting and demonstrates a level of respect for the educational environment during the school day. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. 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:

- A. Clothing that shows bare skin at the midriff or underwear or clothing that is too revealing or baggy (i.e. sagging pants), 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.
- B. In compliance of A. above, the following general guidelines shall apply to student dress:
 - Shorts or skirts must cover undergarments and private areas (including buttocks) when standing or bending over.
 - Ripped jeans may be worn as long as rips or holes do not expose areas or items described above.
 - Students may wear tights provided that the tights are not see through. If a student wears tights that are deemed to be see through material.
- C. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.

- D. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- E. Head wear including hats, caps, bandannas, and scarves. This provision includes visors, stocking caps and wearing hoods. A headband may be worn if the headband is used to control hair. Hats or caps may not be worn at anytime during from 7AM-3:30PM.
- F. Clothing or jewelry that exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- G. Clothing or jewelry that is gang related.
- H. Students may not carry blankets around the school building or lunch area. This presents safety and sanitary issues.
- I. Students may not wear a hood covering their head at any time in the school building. This presents a safety issue of being able to identify a person in our school environment.
- J. Students may not wear headphones during any class time.

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 Principal, Assistant Principal or Superintendent. 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 Assistant Principal 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.

Dress Code Offenses		
1 st Offense	Student must correct their attire	Parent email sent
2 nd Offense	Student must correct their attire	Saturday school from 8A-11A on next available Saturday
3 rd and Subsequent Offenses	Student must correct their attire	ISS or OOS assigned by Administration

Please note that there will be a zero tolerance with hats and hoods in PHS.

Electronic Devices

Philosophy and Purpose

Platteview High School discourages students from bringing electronic devices to school, except for those devices approved by the administration for educational purposes and personal cell phones. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student misuse of electronic devices.

Definitions

“Electronic devices.” include, but are not limited to cell phones, iPods, cameras, laptop computers (except for those as outlined by administration for educational purposes), wireless headphones and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

“Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that;

1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. #28-1463;02 or
2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
3. Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

Possession and Use of Electronic Devices

Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. **Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging unless specifically approved by the Principal in advance for a medical or emergency need. Cell phones must be out of sight at all times once a student walks into a classroom area or the media center.**

Additionally, cell phones may not be out or used when a student is in any bathroom or locker room area. Individual teachers may elect to collect cell phones in a pocket or basket system if they so choose; however any cell phone that is visible or interrupts instruction will result in consequences to the student.

Students are permitted to possess and use electronic devices before school hours, at lunch time, during passing time between classes, and after school hours, provided that the student does not commit any abusive use of the device. Using electronic devices between classes is not an excuse to be late to class. Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

Gaming is strictly prohibited during the school day other than the lunch period that the student has been assigned.

Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).

Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Penalties for Prohibited Use of Electronic Devices / Violations

Electronic Device Violations / Consequences

Using or having electronic devices (including cell phones) out (or wearing headphones) during any class or study hall period (without permission) or inappropriate use of iPad or device:

1. 1st offense – device is confiscated from student. Student may pick up the device at the end of the day from the main office. Parent(s) is/are notified by email or telephone.
2. 2nd offense and subsequent offenses – device is confiscated from student. Parent must pick up the device from the main office. Parent(s) is/are notified by telephone.
3. Continual violation of this policy will result student being placed on a behavior contract and may result in additional consequences including out-of-school suspension.
4. Refusal of student to give the teacher the device will result in an office referral and additional consequences.

Network, Email, Internet and Other Computer Use Rules General

Rules:

- A. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
- B. Individual users of the district network are responsible for their behavior, actions, problems, and communications

involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

- C. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- D. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
- E. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Policy and Rules for Acceptable Use of Computers and the Network:

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

- 1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
- 2. Users shall not let other persons use their name, account, logon password, or files for any reason (except for authorized staff members).
- 3. Users shall not use or try to discover another user's account or password.
- 4. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
- 5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- 6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- 7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
- 8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
- 9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
- 10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
- 11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Etiquette and Rules for Use of Computers and the Network:

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

- 1. Be polite. Do not become abusive in your messages to others.
- 2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

3. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages that violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
9. Additional rules or regulations may be established as needed.

Penalties for Violation of Rules:

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

Student and Parent Agreements:

Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Risks of Social Networking

The purpose of this message is to give our students information about the risks of using social networking sites.

These sites are public sources of information that may be seen by others (i.e. school administrators, your parents, and law enforcement.) It is also accessible to people who you don't even know now, but may later want to impress - such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Here are some common sense guidelines that you should follow when using social media and the Internet in general: Don't

forget that your profile and forums are public spaces.

1. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screen name, or specific whereabouts).
2. Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
3. People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
4. Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to specific social media companies or the authorities.
5. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
6. Don't mislead people into thinking that you're older or younger. If you lie about your age, social media sites will delete your profile.

We urge all students to follow these common sense guidelines.

Sexting

Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any “sexting” message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of any appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed;

- Students found in possession of a “sexting” message shall be subject to a three (3) day suspension from school.
- Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.
- Give it a ponder before you post anything:
 - Is it true?
 - Is it necessary?
 - Is it hurtful?
 - Could it be misinterpreted?

Harassment and Bullying Policy

One of the missions of Platteview High School is to provide a safe and secure environment for all students and staff. Positive behaviors (nonviolence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

Bullying which shall include cyberbullying, 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 e-mail 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.

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

Inappropriate Public Displays of Affection

Public displays of affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Students will face the following consequences if this type of behavior occurs.

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and counselor.
4. If this type of behavior continues, the student could face long-term suspension or expulsion.

Specific Rule Items

The following conduct may result in disciplinary action that, in the case of repeated violations, may result in discipline up to expulsion.

1. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest

- restroom and promptly return to class.
2. Outside food items are not allowed in classrooms.
 3. Students are expected to bring all books and necessary materials to class. This includes the Individual Academic Period. Assignments for all classes are due as assigned by the teacher.
 4. Students are not to operate the mini-blinds or the windows without permission of the teacher.
 5. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 6. Students are to be in their seats and ready for class on the tardy bell.
 7. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or cleanup rules that will be explained to students by that teacher which must be followed.
 8. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
 9. Students are to keep hallways clear in the mornings before school and at lunch so that others may easily pass through the halls.
 10. Snow handling is prohibited.
 11. Students may not sell any items to other students on school grounds or during school hours. Only approved student fundraising activities may occur on school grounds or during school hours.

Section 4: Reporting Student Law Violations

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

Section 5: Discipline Guides

Area A – Assault, Threats, Menacing, Profanity, etc.

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
A1 – Assault on a student without injury	ISS 1-3 days Notify parents	OOS 1-3 days Notify parent	OOS 5-10 days Notify parents Possible expulsion
A2 – Assault on a student with injury	OOS 3-5 days Notify parents and police Possible expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
A3 – Assault on school personnel with or without injury	OOS 5-19 days Notify parents and police Recommendation For expulsion		
A4 – Fighting	ISS / OOS 1-3 days Notify parents	ISS / OOS 3-5 days Notify parents	OOS 5-10 days Notify parents Possible expulsion
A5 – Threats, intimidating or menacing another student	ISS 1-3 days Notify parents Behavior contract	ISS 3 days Notify parents	ISS 6 days Notify parents Possible expulsion for Continued offenses
A6 – Threats, intimidating or menacing school personnel	OOS 3 days Notify parents	OOS 5 days Notify parents Possible expulsion	
A7 – Swearing or inappropriate gestures at or towards school personnel	OOS 3 days Notify parents	OOS 3-5 days Notify parents	OOS 5-10 days Notify parents possible expulsion
A8 – Profanity (not directed at school personnel)	Verbal warning	Administrative Conference Notify parents	ISS 1-3 days Notify parent Possible OOS for continued offenses
A9 – Initiating threatening calls to school (i.e. bomb threats)	OOS 5-19 days Notify parents and police Recommendation for expulsion		
A10 – Hazing	Hazing consequences may range from out-of-school suspension to a recommendation for expulsion. Hazing (of any kind) is strictly prohibited.		

Area B – Weapons

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1 st Intervention / Consequence	2 nd Intervention / Consequence	3 rd Intervention / Consequence
B1 – Weapon	OOS 10-19 days Retain the object Notify parents and police Possible recommendation for expulsion	Retain the object Notify parents and police Recommendation For expulsion	
B2 – Firearm	Mandatory 1 calendar year expulsion		
B3 – Nuisance or dangerous items (i.e. stink bombs, mace, squirt guns, snowballs, etc.)	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
Weapons – See the Student Rights and Responsibilities section of this handbook for the legal definitions of weapons according to the Nebraska Legislature.			

Area C – Alcohol, Drugs, Controlled Substances, Tobacco, Vaping or Other Prohibited

Products ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1 st Intervention / Consequence	2 nd Intervention / Consequence	3 rd Intervention / Consequence
C1 – Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/imitation	OOS 19 days Notify parents and police Recommend drug/alcohol evaluation	Recommendation For expulsion	
C2 – Selling or offering a controlled substance, prescription drug, alcohol or intoxicant of any kind	Recommendation For expulsion		
C3 – Possession of drug paraphernalia	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-10 days Notify parents and police Possible recommendation for expulsion	Recommendation For expulsion
C4 – Smoking or use of tobacco	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 5 days Confiscation of matches, lighter and/or cigarettes Notify parents
C5 – Possession of matches, lighter or cigarettes	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	ISS 3-5 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents
C6 – Possession or use of vaping device, product or material	OOS 3 days Confiscation of device, product and/or material Notify parents	OOS 5 days Confiscation of device, product and/or material Notify parents	OOS 5-9 days Confiscation of device, product and/or material Signed behavior contract Notify parents

Area D – Robbery, Theft or Extortion

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
D1 – Robbery (use of force or fear)	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
D2 – Extortion	2 detentions Notify parents	ISS 1-3 days Notify parents and police Possible recommendation for expulsion	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D3 – Theft or attempted theft of school or private property	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 1-5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion
D4 – Wrongful possession of school or private material	ISS 1-3 days Notify parents and police	ISS 3-5 days Notify parents and police	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D5 – Knowingly receiving stolen property	OOS 3 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss	OOS 5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion

Area E – Arson, Vandalism, Signaling False Fire Alarm or Tampering with Fire or Safety Equipment or Extinguishers ISS –

(In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
E1 – Fire setting, arson (lighting fire or being involved in act of fire setting or arson)	OOS 10 days Notify parents, police and fire marshal Reimburse district for loss Recommendation for expulsion		
E2 – Graffiti or causing damage	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss Recommendation for expulsion
E3 – Vandalism to school property or building	OOS 5-19 days Reimburse for loss Notify parents and police Possible recommendation for expulsion	OOS 19 days Notify parents and police Recommendation for expulsion	

Area F – Harassment

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1 st Intervention / Consequence	2 nd Intervention / Consequence	3 rd Intervention / Consequence
F1 – Written or oral harassment; including profane or abusive language/gestures towards students, bullying jokes, slurs, graphic or verbal comments about an individual's body of sexual or racial nature	Conference with administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F2 – Visual harassment: offensive poster, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA and locker décor	Conference with administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F3 – Physical harassment: Intentional or obvious unwelcome or offensive physical contact	OOS 3 days Notify parents and police Signed behavior contract	OOS 5 days Notify parents and police	OOS 5-10 days Notify parents and police Recommendation for expulsion
****Please refer to the Platteview High School policy included in the Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.			

Area G – Attendance and Tardies

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Area	Benchmark	Benchmark	Benchmark
G1 – Attendance	See Attendance policy on pages 16-19.		
G2 – Tardies	Tardy consequences by number of tardies is outlined on page #19.		
****For specific attendance definitions and policies, please see pages 16-19.			

Area H – Electronic Devices

Area	Benchmark	Benchmark	Benchmark
H1 – Cell Phones, Headphones, Laser Pointers and Other Electronic Devices Being Used at Inappropriate Times or Locations During School Day	<p>1st offense – device confiscated for remainder of school day</p> <p>Parent(s) notified by email or telephone contact</p> <p>Student may pick up device from main office at end of school day</p>	<p>2nd offense and subsequent offenses – device confiscated for remainder of school day</p> <p>Parent(s) notified telephone</p> <p>Parent must pick up device from main office at end of school day</p>	<p>Students may not wear headphones during any class time.</p> <p>Failure to surrender the device will result in an office referral and additional consequences.</p> <p>Students that continually violate this policy will be placed on a behavior contract and will face more serious consequences including out-of-school suspension.</p>

****For more specific details regarding electronic devices including iPad use, see pages 53-57.

Area I – Student iPads or School-Issued Devices

Area	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
I1 iPad/device use infractions	<p>1st offense – administrative conference, loss of iPad/device for remainder of the day, and email notification to parents.</p>	<p>2nd offense - administrative conference, loss of iPad/device until 5th period of the next school day following infraction (may include weekend) and phone call to parents.</p>	<p>3rd offense - administrative conference, loss of iPad/device for 2 school days following infraction (may include weekend) and phone call to parents.</p>	<p>4th offense - administrative conference, loss of iPad/device for 3 school days following infraction (may include weekend) and phone call to parents.</p>	<p>5th offense and subsequent offenses - administrative conference with student and parents, loss of iPad/device for 5 school days following infraction (may include weekend), enter use contract prior to further use. Student may lose iPad/device for remainder of semester at administrator discretion.</p>

Area J – Defiance, Disruption, and Other General Areas of Discipline

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
J1 – Defiance of Authority. Failure to obey a direct instruction including lying, refusing to provide accurate information and/or falsifying information	Saturday school 8A-11A Notify parents	ISS 1-5 days Notify parents	ISS 3-5 days Notify parents Possible OOS for continued offenses
J2 – Disruption of school activities – i.e. horseplay, loud or excessive talking, play fighting, misuse of hall pass, etc.	Conference with administrator	Saturday school Notify parents	OSS 1-3 days Signed behavior contract Notify parents
J3 – Disruption while in ISS	OOS 2 days Return to complete ISS as assigned Notify parents	OOS 3 days Return to complete ISS as assigned Notify parents	OOS 5 days Notify parents Recommendation for expulsion
J4 – No show to detention	Doubling of time owed	Saturday School	ISS 1-3 days Parents notified
J5 – Any lunchroom misconduct	Detention or possible ISS or OSS Notify parents	Detention or possible ISS or OSS Notify parents	OSS 1-5 days Student will eat in ISS area for rest of semester Notify parents
J6 – Fraudulent use of school or public phone	ISS 3 days Notify parents and police	ISS 6 days Notify parents and police	OOS 5 days Notify parents and police
J7 – Buying or selling food or drinks or other items to students, or any unauthorized use of student ID number	Detention Notify parents	ISS 3 days Notify parents	ISS 6 days Notify parents
J8 – Falsifying or altering signatures or misrepresenting self	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
J9 – Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 detentions Conference with administrator Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J10 – Wrongful use of skateboard, roller blades, hoverboards, bicycles, etc. on school property.	Confiscated Item Notify Parents Parents must pick up item	1 detention Confiscate item Notify Parents Parents must pick up item	2 detentions Confiscate item Notify parents Parents must pick up item
J11 – Unauthorized entry into any unattended school area	Detention Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J12 – Loitering	Conference with administrator Possible detention Notify parents	Detention Notify parents	Multiple detentions Notify parents
J13 – Misconduct for a Guest Teacher or Speaker	Saturday school Notify parents	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents
J14 – Continual Violations of School Rules	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents Signed behavior contract	OOS 3-5 days Notify parents Possible recommendation for expulsion

Area K – Study Hall

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1 st Intervention / Consequence	2 nd Intervention / Consequence	3 rd Intervention / Consequence	4 th Intervention / Consequence
K1 - Not being available on Apple Classroom (i.e. Bluetooth off or Airplane mode turned on)	Verbal redirection to follow directions	Solitary seating Verbal warning Teacher intervention	Office referral	
K2 - Turning off Apple Classroom after roll is taken	Solitary seating Verbal warning	Teacher intervention After school detention	Office referral	
K3 - Not working on academic endeavors during Study Hall	Redirection	Redirection Solitary seating	Teacher intervention Verbal warning	Office referral
K4 - Any activity that impedes the ability of another student to complete his or her work	Verbal redirection Solitary seating	Teacher intervention Verbal warning	Office referral	
K5 - Cell phone presence (visible or audible) or Gaming	School polices regarding inappropriate cell phone use and gaming will be followed. These policies are outlined in this Handbook.			

Area L – Dress Code

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1 st Intervention / Consequence	2 nd Intervention / Consequence	3 rd Intervention / Consequence	4 th Intervention / Consequence
L1 – General Dress Code Violations	Correct attire Verbal warning Notify parents	Student calls home for proper apparel If corrected, written warning and notify parents. If not corrected, ISS for remainder of the day.	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents Future offenses may result in OOS
L2 - Wearing Hats (or visors, stocking caps, hoods, etc.) in the building during the school day	Correct attire Verbal warning Notify parents	Correct attire Written warning Notify parents	Confiscate hat for remainder of the day Notify parents	Confiscate hat until parents pick hat up Notify parents ISS 1-5 days
<p>**** Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.</p>				

Area M – Parking Lot Areas

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
M1 – Driving recklessly or speeding in parking lot areas	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M2 – Not Parking in Assigned Parking Spot or in a Non-Designated Area During the School Day	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M3 – Loitering in vehicle before or after school	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M4 – Horseplay While Waiting for Bus	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M5 – Riding (or allowing) another student (or person) to ride on exterior vehicle	1 Day ISS Notify Parents Notify Law Enforcement	3-5 Days ISS Notify Parents Notify Law Enforcement	1-3 Days of OOS Loss of Parking Lot Privileges for Remainder of the Year
**** Continual violations of the parking lot expectations will result in more stringent disciplinary actions, up to expulsion.			

ARTICLE 9: EXTRACURRICULAR ACTIVITIES

Section 1: Extracurricular Participation

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

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

Safety

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

Warning for Participants and Parents

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

Section 2: Extracurricular Activity Code of Conduct

CODE OF CONDUCT PLATTEVIEW ATHLETICS & ACTIVITIES

Extracurricular Code of Conduct

Extracurricular activity shall be defined as "any activity involving students of Platteview High School outside the established academic discipline, at which public attendance is encouraged, or involves contests involving students from other schools." Such activities at Platteview High School include, but are not limited to athletics, vocal music, band, cheerleading, drill (or dance) team, Debate, One-Act, National Honor Society, FBLA, Student Council, FCCLA, speech, dramatics and other activities that are NSAA-sanctioned.

Participation in Platteview High School extracurricular programs is a privilege, not a right. Students participating in our programs serve as representatives of their schools and teams/groups, and may be viewed as role models by younger students. In addition for athletics, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

In addition to the extracurricular activity code of conduct, students that participate in Platteview High School extracurricular programs must abide by behavior and code of conduct standards as outlined in the Platteview High School Student-Parent Handbook and board policy.

Attendance at practice and contests

Participants are expected to be at all practices scheduled by the coach/sponsor. Should a student not be able to attend a practice/event, he/she must contact the coach/sponsor in advance and be excused from practice/event. Students are always expected to be on time for all practices, contests, and departures for contests.

Should a student miss a practice or contest without being excused in advance, the student may be required to make up this practice, either before or after a regular practice or on an off day, but the total time of the practice will never exceed the normal length of a practice. Should a student miss a second practice or contest without being excused in advance, the student may be withheld from the next contest that he/she is scheduled to take part in. Should a student miss a third practice or contest without being excused in advance, the student may be dismissed from the squad/program for the remainder of the season/duration of program.

All practices are important, not only to the individual student, but to the team/group as a whole. In some cases, where a student must miss practice when he/she is excused in advance, the student may be required to also spend some extra time before or after regular practices to make up for the practice time lost. This is the only way coaches/sponsors can help the individual regain skills that they missed out on because of the absence from practice.

Ejection from an athletic contest

Athletes or fans that are ejected from a contest will be suspended from play from the date of the ejection through the completion of the next contest the athlete or fan was suspended from. If the ejection was during the last contest of the season the suspension will be carried over into the next activity or year.

Quitting or being removed from a sport/program

Any student who quits a sport or who is removed from a team automatically forfeits any letter he/she has earned during that season for that sport/program.

Individual program expectations that are established as conditions of participation

Individual coaches and sponsors may have program specific expectations that are unique to their particular program that students are expected to follow as a condition of participation and/ or lettering in the program. Such rules may exceed standards of the Platteview High School Parent-Student Handbook and NSAA By-laws, but may not be lower standards/expectations for participation in such a program. Any such additional standards and expectations that are program specific must be approved by the Activities Director and should be clearly communicated to all participants and parents in advance of participating in that program.

When

The application of these rules and regulations shall be initiated on the first day of school, or the first day in which practice for, or participation in the activity is held, whichever is earlier. The application of these rules shall end each school year on the last day of school or the last day of competition the activity is held, whichever is later. Suspensions that have not been fully served will carry over to the next year but only at the discretion of the Athletic Director and Principal. In addition, a cumulative total of five (5) violations of the Code of Conduct over the course of a student's tenure may deem the student ineligible to represent Platteview High School in any extracurricular programs as described above.

Where

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. Generally, the school favors credible reports and evidence which come from a member of the certified school staff, law enforcement, or admission by the student or student's parent or guardian. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct may constitute grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a coach, sponsor or school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating or hazing any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause harm or a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. The possession, use, distribution and/or consumption of alcoholic beverages of any kind, including beer, liquor, spirits, and any other substance regularly understood to be alcohol, produce the same effects as alcohol, or any imitation substance which purports to be alcohol.
8. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance or "lookalike, material" represented to be alcohol, narcotics, drugs, a controlled substance or inhalant, such as K2 or an electronic cigarette (or vaping device or vaping products) or vaporizer; Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
9. Hosting an activity that includes underage alcohol or drug use; or being a provider of alcohol, drugs or illegal substances to an underage person.
10. Public indecency.
11. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
12. Bullying which shall include cyberbullying, 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 e-mail 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.
13. 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" as defined below. Initiations are prohibited except by permission of the superintendent.

14. 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. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
15. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing.
16. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
17. Violation of any of the school rules.
18. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
19. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
20. Willfully violating the behavioral expectations for those students riding Springfield Platteview Community School buses or vehicles used for activity purposes.
21. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
22. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event due to regular school discipline.
23. Failure to attend scheduled practices and meetings. In the event of an absence, the coach or sponsor will determine the validity of the reason for the absence. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
24. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
25. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.
26. Acts of egregious unsportsmanlike conduct or repeated act of unsportsmanlike conduct will not be tolerated as a representative of Platteview High School.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

DRUG, ALCOHOL, TOBACCO AND VAPING PROVISIONS

For purposes of the Drug, Alcohol, Tobacco and Vaping provisions of this code of conduct, the terms used are defined as follows -

- Use or consume includes any level of consumption or use, whether presently under the effects of the drug, alcohol, tobacco or vaping at the time or not. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug, tobacco or vaping residue on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.
- Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.
- Vaping products and materials include all such vaping devices or e-cigarettes and the materials used in these devices.
- Possession of alcohol includes having control of the substance and also includes being in the same area where the substance is present, and no responsible adult present and responsible for the substance. Possession includes situations where, for example:
 1. Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
 2. Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger the student).

To host an activity that includes underage alcohol or drug use is defined as the activity occurring at your residence, in your vehicle, or in an area that the student arranged (or helped arrange) in advance.

1. For the purposes of these activities occurring at the student's residence, the student is considered to be responsible for the illegal activity occurring under their control. The student would be considered a host if alcohol or drugs are being used by underage persons at the student's residence.
2. If drugs or alcohol is brought to a student's residence, the student must take every step possible to end the illegal activity. This would include calling a parent or the local authorities to intervene if the person in control of such items refuses to leave.
3. A student is also considered to be a host if these described activities occur in a vehicle operated by the student. The student would have the same expectations as described above if the alcohol or drugs was brought into the student's vehicle. Once becoming aware of the activity, the student must take every reasonable action to end the use in their presence.
4. A student would also be considered a host if the student arranges a gathering where underage and alcohol use occurs. Examples of such areas would be on the side of a road, at a lake, at a park, etc. The key here is that the host orchestrated the gathering and illegal activity occurred.

A provider is the person who supplies alcohol, drugs, or other illegal substances to an underage person, whether or not the person purchased the item(s) or not.

Examples of providing would be bringing alcohol, drugs or other illegal substances to another person or gathering on one's person or in one's vehicle.

Self-reporting shall be defined as a situation when a student violates one or more of the areas of the code of conduct, the student must contact their coach or sponsor within 48 hours of the violation. The coach or sponsor will inform the Activities Director or Athletic Director.

Consequences for Drug, Alcohol, Tobacco and Vaping Violations

Because of the significance of drug, alcohol, tobacco and vaping violations on the student participants, other students and the school, the following consequences are established for such violations. In the event of more serious offense of the Code of Conduct (i.e. felony charge against student) or when the circumstances reasonably dictate that the conduct outlined below is insufficient to address the seriousness of the offense, the consequence of the violation is not restricted by the foregoing, and may be established in the discretion of the administration.

Sanctions for activities that are a part of the class or class requirement may vary pending administrative approval (i.e. Band or Choir concert that is graded). Ungraded activities are subject to sanction (i.e. Honor Band, Pep Band, Honor Choir, etc.).

First Violation during an academic year -

- Ten (10) school days for all extracurricular programs. The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

School days are defined as days that school is officially in session. The number of days will begin as follows:

The ten (10) day suspension for this athlete would begin the day of the first competition at his/ her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 10 school days. The student would become eligible once the 10th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of days has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Second Violation during an academic year -

- Twenty (20) school days for all extracurricular programs. The suspension must include at least three competition dates, but is capped at a maximum of six competition dates over the twenty school days.

School days are defined as days that school is officially in session. The number of days will begin as follows:

The twenty (20) days for this athlete would begin the day of the first competition at his/her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 20 school days. The student would become eligible once the 20th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of events has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Third or Subsequent Violation during an academic year –

- Student will be suspended for the remainder of the calendar year.

A suspension (for first and second offenses only) may be reduced by a student up to a maximum of 50% through the following manners, and approved by the administration:

- Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced by 50% of the prescribed number of school days for all extracurricular programs for the first violation or second violation during a school year.
- Reduction for Attendance and Completion of a Drug, Substance, Alcohol and/or Tobacco Education/Cessation Program: A suspension resulting from the first or second offense of the Code of Conduct during an academic year may be reduced by 50% of the prescribed number of school days for all extracurricular programs.
- First offense 50% reduction - The suspension must include at least one competition date, but is capped at a maximum of two competition dates over the five school days.
- Second offense reduction - The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

It is encouraged that students would elect to participate in both of the above options in an effort to eliminate drug/alcohol/substance/tobacco use/possession.

If the student is determined to have been the **host** of a party or gathering involving underage consumption of alcohol or drug use or be the provider of alcohol, drugs, or illegal substances to underage students as described earlier in this document, the penalty is double the prescribed consequence for the first and second violations and are ineligible for reductions.

When Suspensions Begin

The "school day count" for all suspensions begins on the day of the next scheduled competition in which the student is a participant (and all levels that the student participates in). After the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the discretion of the coach or activity sponsor and administration. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension.

Carryover to Subsequent Years

Each academic year will be considered a clean slate for a student in terms of violations with the following exceptions:

1. The student has not fully served a pending suspension.
2. Once a student reaches a total of five (5) cumulative Drug and/or Alcohol violations over their high school tenure the student may be determined by the administration to be ineligible from competing in any extracurricular programs at PHS.

Letters and Leadership Positions

A student who commits a Code of Conduct violation may be eligible to letter, provided the student meets the criteria of the coach or sponsor and approved by administration.

Leadership or Membership Positions. A student who commits a Code of Conduct violation may be removed from any and all leadership and/or membership positions at the school as determined by the administration.

Self-Reporting

A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the Principal, Athletic/Activities Director, or the head coach or sponsor

of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made within 48 hours of the violation. If the student is informed of a possible violation of conduct rules, the opportunity to self-report ends.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred

Generally, a violation of the Code of Conduct will be determined to have occurred based on any of the following criteria: When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.

When a student (or parent/legal guardian) admits to violating one of the standards of the Code of Conduct. When seen and reported by certificated school personnel or law enforcement officer.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether consequences are appropriate.
2. Meeting. Prior to imposing the consequences, the school official or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate or required by law.
3. Notice Letter. Within a reasonable amount of time following the suspension, the Activities Director or the Activities Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. Decisions may be appealed to the Principal.
4. Decisions made by the Principal on suspensions from extracurricular activities are final and not able to be appealed.

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?

A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a *practice* opportunity.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods (no periods during day may be unexcused)**. A student who is not in attendance for **five, full periods (no periods during day may be unexcused)** is ineligible for the contest, performance, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day be considered acceptable.

Academic Participation Policy

Participating and competing in extracurricular activities offered by Platteview High School is a privilege offered to our students.

Extracurricular activities are an important part of a high school culture. They teach skills and lessons beyond the academic classroom. Participation by a student carries with it an increased responsibility to earn and maintain good grades. A student who chooses to participate in extracurricular activities and athletic programs must meet standards of the Nebraska School Activities Association and those of Platteview High School in order to continue to participate and perform. Failure to do so may result in a loss of the privilege to participate in competition or performances, as outlined in the guidelines to follow.

Any student who is participating in an extracurricular activity or athletic program, must be enrolled in and pass at least 4 classes (20 credit hours) the previous semester in order to be eligible for varsity competition (NSAA Rule).

In addition, Platteview High School has established weekly eligibility criteria for all NSAA extracurricular activities. Weekly eligibility will be established each Monday morning at 9:30AM throughout each semester beginning with the second full week of each semester. The criteria is as follows:

- No student may compete if they are in failing status in two or more classes at time of weekly eligibility check.
- Students in failing status in two or more classes, will be declared ineligible to participate in game competitions or performances, but may continue to practice. Students in failing status may be assigned academic intervention times before or after school in order to meet with teachers and/or get missing assignments or assessment scores completed and raised.
- Students that have been assigned an intervention through ICU and have failed to show up will be immediately assigned to the next available Saturday school 8A-11A. Failure to attend this intervention will result in immediate ineligibility during next week of eligibility. All intervention time assigned must be served prior to next eligibility check.
- Student that fail to serve detentions for other discipline (including tardy consequences) will be deemed ineligible at the discretion of the administration.
- Students notified of their ineligibility for competition or performance, must initiate contact with their teacher(s) to create a plan of improvement.

Procedures:

- The PHS Activity Eligibility List will be generated beginning on the second, full week of any new semester.
- All work submitted through 5PM on Friday each week will be included in grading for next eligibility period.
- Teachers are asked to communicate with students that are failing or near failing. However, Schoology is available for student and parent access.
- The PHS Activity Eligibility List is run on Monday mornings at 9:30 AM.
- The Athletic and Activities Directors will send the PHS Activity Eligibility List to all athletic and activity coaches/sponsors each Monday AM.

- The Athletic and Activities Directors will notify parents/guardians of students (and students) on the ineligible list via email on Monday AM.
- Coach/Sponsors will make contact with the students on the ineligible list at practice or during class to notify them of their status.

ARTICLE 10 - STUDENT FEES

The Board of Education of Springfield Platteview Community Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees.

Guidelines for non-specialized attire required for specified courses and activities

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

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

Personal or consumable items & miscellaneous

- A. Co-curricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in co-curricular activities.
- B. Courses
 - a. General Course Materials. Items necessary for courses will be made available during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
 - b. Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
 - c. Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (i.e. projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may

be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

- d. Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
- e. Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

Extracurricular Activities—Specialized equipment or attire

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

Extracurricular Activities—Fees for participation

Any fees for participation in co-curricular activities for the current school year are further specified for each co-curricular program. Admission fees are charged for extracurricular activities and events. Activity Cards may be purchased by students that will admit students to all home regular season athletic contests at the -12 level. Activity cards must be shown at the gate at all events.

Postsecondary education costs

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

Transportation costs

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

Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule.

The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

Participation in before-and- after-school or prekindergarten services

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

Participation in summer school or night school

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

Breakfast and lunch programs

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

Waiver Policy

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

Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

Student Fee Fund

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

iPad Fee Chart:

Claims	With Insurance	Without Insurance	Additional Items	Replacement Cost
Lost or stolen iPad/device	\$250.00	\$300.00 (full replacement cost)	Sync cable only	\$15.00
Non-repairable or destroyed iPad	\$75.00	\$300.00 (full replacement cost)	Puck (plug-in)	\$10.00
Cracked screen (remains usable)	\$50.00	\$300.00 (full replacement cost)	Puck and sync cable	\$25.00
General iPad repairs	covered	50% of total repair bill	School-issued case	\$35.00

ARTICLE 11 - STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, 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.

Section 2: Designation of Coordinator(s)

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

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

The Coordinator may be contacted at:

Dr. Ryan Saunders,, Superintendent
Springfield Platteview Community Schools
14801 S. 108th Street
Springfield, NE 68059
Phone: (402) 592-1300

Section 3: Anti-discrimination and Harassment Policy

Elimination of Discrimination

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

Preventing Harassment and Discrimination of Students

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

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

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.
- Sexual harassment may exist when:
 - 1) Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
 - 2) Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
 - 3) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
 - 4) Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented kidding or teasing; practical jokes, jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures

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

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

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem.

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

Section 4: Multicultural Policy

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

Section 5: Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

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

10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6: Notification of Rights Under FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Notice Concerning Directory Information

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

- Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
- School and dates of attendance;
- Student's current grade;
- Student's enrollment status (e.g. full-time or part-time);
- Student's date of birth and place of birth;
- Students Extracurricular Participation;
- Student's achievement awards or honors;
- Student's weight and height if a member of an athletic team;
- Student's photograph; and
- School or school district the student attended before he or she enrolled in SCPS.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student

safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

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

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

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

Section 7: Notice Concerning Disclosure of Student Information to Military Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Section 8: Notice to Parents of Students in Programs Receiving Title I Funding

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

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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

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

Language Instruction Programs

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

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

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

Please contact the administrative office to receive the foregoing information.

Section 9: Student Privacy Protection Policy

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

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

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

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

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

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent

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

(v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

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

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

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

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

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

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

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

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

Section 10: Parental Involvement Policies

General - Parental/Community Involvement in Schools:

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

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

Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with Federal Law. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

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

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

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

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

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

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

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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

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

Section 11: Homeless Students Policy

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

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

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

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled.

Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either:

(1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

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

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

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

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case

of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the SPCS based on it being the school of origin, the new school and SPCS shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Appendix Section

Acknowledgment of Receipt Form

RECEIPT OF 2022-23 STUDENT HANDBOOK OF PLATTEVIEW HIGH SCHOOL

This signed receipt acknowledges receipt of the 2019-2020 Platteview High School Student Handbook. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook that should be used to respond to harassment or discrimination.

Student Name

Student Signature

____ / ____ / ____
Date

Parent Name

Parent Signature

____ / ____ / ____
Date

Springfield Platteview Community Schools
2022-2023

Updated June, 2022

[2022-23 School District Calendar](#)

Springfield

Platteview

COMMUNITY SCHOOLS

Connecting Passion with Potential

The Springfield Platteview Community Schools grading policy was created by a committee of educators from various grade levels, academic disciplines and specialty areas. The committee researched best practices in grading to develop the policy. The policy received input from educators not on the committee, parent advisory groups and the board of education. This document is meant to help clarify the grading parameters outlined in policy.

Purpose of Grading is to..

To clearly communicate student achievement toward learning standards/goals and support the process of learning.

Grading parameter #1..

Grading procedures shall only be related directly to the prescribed curriculum and the College Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.

Curriculum goals (also referred to as standards) are established for each course and grade level. Grades will reflect student achievement toward these curriculum goals.

College Career Readiness goals are currently part of our district mission statement. These goals were considered when designing learning outcomes in each discipline. We have not intentionally written them in as part of course/grade level goals. As a district we are working with a committee of teachers to adopt or adapt the *Nebraska Standards for Career Ready Practice*. This work is part of our strategic plan goals of creating students who are college career ready. More to come regarding the implementation of College Career Readiness goals and how they will be measured.

With assessments written to measure course/grade level standard, **extra credit** distorts achievement. If students want to get higher grades, teachers can require them to provide "extra" **evidence** that demonstrates a higher level of achievement. This would mean an additional assignment/task that is aligned to the course/grade level outcomes that would provide sufficient evidence of higher achievement.

Grading parameter #2..

Grades on the report card will be based upon content area standards and goals. Group grades will not be given.

Content area standards/goals are established for each discipline. Grades will reflect student achievement towards those goals. Cooperative learning or group work is an effective teaching/learning strategy. It is not appropriate to assign group grades. Evidence used to determine grades must come from individual evidence of achievement towards a learning goal.

Grading parameter #3..

Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

The purpose of the grade is to communicate achievement toward a course/grade level learning objective/standard. Including life skill/behaviors, distorts the grade. The goal is to make the grade an accurate reflection of student achievement.

- a. Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of the learning goal established by the District/State.*

These behaviors are described as a Citizenship grade. These expectations are clearly outlined at the elementary, junior high and high school levels.

College Career Ready Skills... from the SPCS Mission

21st century skills and behaviors are defined as follows:

Core Knowledge/ Literacy (Essential Learning Proficiency (Standards):

Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)

Higher Level Thinking Skills (Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/Innovation; and Analysis and Evaluation)

Communications Literacy (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)

Life Skills (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership and Adaptability)

- b. Late work and incomplete work (formative assessments such as homework) shall be handled as follows:*

- i. *Students are expected to complete all required formative work through each summative assessment period.*

Formative Assessment (Assessment FOR Learning)

Formative assessment is an **important part of the learning process**. Examples include but aren't limited to homework, independent **practice** on daily work, and brief progress checks (i.e., quizzes, papers, journal entries, reviews, etc.). Formative assessment informs the teacher about what students have learned and is used to help decide what to do next.

Homework

The purpose of **homework** is to:

- o Prepare students for upcoming instruction; is considered diagnostic and used to give student feedback regarding improvement.
- o Provide practice and repetition of essential skills previously taught.
- o Promote study skills, responsibility and accountability.
- o Promote the development of independent learning skills.
- o Give students' opportunities to self-evaluate

progress. The teacher's responsibility regarding homework is to:

- o Ensure that it is meaningful and tied to the learning objectives.
- o Provides timely and specific feedback.
- o Assign the appropriate amount based on age/grade/learning ability.
- o Provide necessary resources and support for each student to complete the task.
- o Monitor and hold students accountable for assignments through interventions.

The student's responsibility regarding homework is to:

- o Put forth his/her best effort.
- o Seek help from the teacher or other school resources.
- o Complete and turn in all assignments on time.
- o Use feedback from the homework for self-evaluation and improve performance.

The parent's responsibility regarding homework is to:

- o Work with the school in making sure that their child is putting for his/her best effort and communicating if there are concerns.
- o Provide an environment at home where a student has study/homework requirements without distraction.
- o Teach responsibility and accountability.
- o Provide assistance and help for his/her child.

- ii. *Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.*

Summative Assessment (Assessment OF Learning)

Summative assessments determine a formal conclusion of what a student knows and can do towards course/grade level standards or outcomes.

Examples of summative assessments include but aren't limited to: unit assessments; major performance tasks; district assessments; etc. Summative assessments mark the **end of learning process**.

111. *In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as I (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.*

When zeros are combined with other evidence, the resulting grade doesn't accurately reflect achievement. Assigning zeros can create a situation in which a student can't recover. The behavior of "being late" should be reflected in the citizenship grade.

c. *Absences shall be handled as follows:*

- i. *Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.*
- ii. *Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.*
- iii. *See student-parent handbook for additional attendance procedures/policies.*

An absence for any of the following reasons may be **excused**, provided the required procedures have been followed:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- Illness which causes a student to be absent from school,
- Doctor or dental appointment which require student to be absent from school,
- Court appearances that are required by a court order,
- School sponsored activities which require students to be absent from school,
- Family trips in which student accompanies parent(s)/legal guardian(s), and
- Other absences which have received prior approval from the Principal.

Grading parameter #4..

Summative Unit assessments shall be determined as follows:

- a. Marks from formative assessment shall not exceed 30% of overall grade.
- b. Summative assessments shall account for at least 70% of the overall grade.
- c. Students who fail a summative assessment *are given an opportunity* to retake the assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". *Retake opportunities are not available for semester finals.*
- d. *Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on the first day through the 4th day the assignment is late. The student's parents will be informed of a late summative project. On the 5th day, the assignment is late and the student may not receive higher than a 79%. On the 6th day, the student will receive a zero.*

Formative assessments are intended to be part of the learning process. It is practice. The intent is not to "grade" the practice but to put emphasis on the learning. Learning is a process. Summative assessments are the "end" of learning. The grade gives a summary of student achievement at a particular point in time. Thus, these assessments carry more weight.

Teacher guidelines for second chance assessments are determined at the building.

e. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations .
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

K-5 classroom teachers and K-6 specials teachers design assessments according to these levels of achievement. Cut scores and rubrics are used to determine the achievement level of each student. With this information, students are better able to self-reflect and see growth in learning over time based upon a learning target.

f. Grading Scale for grades 6-12

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.0	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

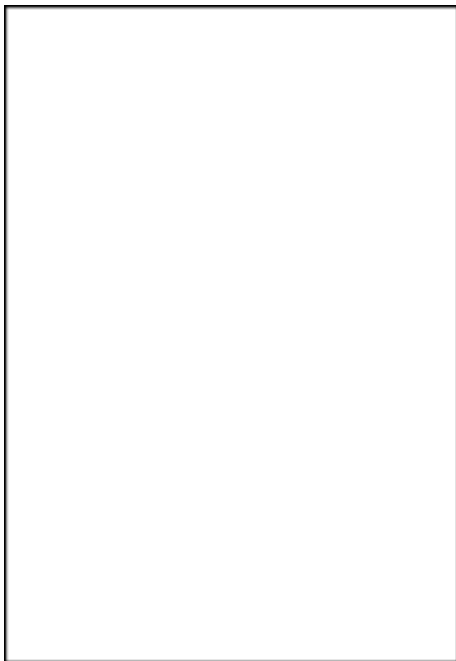
The ten point scale allows our students to be competitive for scholarships with other students from area schools.

5. *Other details on grading can be found in parent/student handbooks and course syllabi at each school.*

The Case for High School Activities

Introduction

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

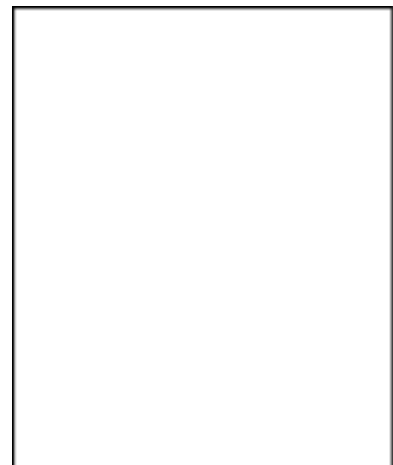


There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:

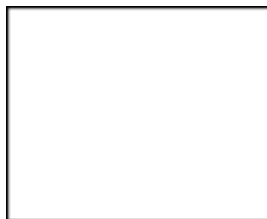
- ❖ Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.



- ❖ The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.
- ❖ National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.
- ❖ Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.
- ❖ High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- ❖ **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- ❖ **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- ❖ **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.



Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight*, Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.
- ❖ A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.
- ❖ In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available.
- ❖ Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fair and win an award for writing. They are also three times more likely to be elected to class office.

- ❖ A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)
- ❖ A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise* found that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.
- ❖ According to the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points higher in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- ❖ Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.
- ❖ In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.
- ❖ An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- ❖ The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was \$4.6 billion dollars, and activity programs received only \$36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 \$1.2 billion dollars. Their activity programs received only \$4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of \$339.7 million dollars, while setting aside \$3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs*, found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.
- ❖ In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.
- ❖ Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research*, they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- ❖ A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.
- ❖ Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers
- ❖ Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, “Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs.”

Co-curricular activities teach lessons that lead to better citizens.

❖ Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.

❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to

become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)

- ❖ On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on “strategies to promote better health for our nation’s youth through physical activity and fitness.” The resulting report entitled “Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that “enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority.”

- ❖ In a recent report entitled “Sports Participation and Health-Related Behaviors Among US Youth” published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that “nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors....sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance.”
- ❖ In a study done by researchers at Clark University in Worcester, Massachusetts, in 2001, “middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers.” The Clark researchers noted that “kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities.” -- “Batters More Likely ‘Up’”, Amanda Gardner, *HealthScoutNews*.
- ❖ Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association¹ of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:
 - Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
 - Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
 - Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
 - Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
 - Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

¹North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.
- ❖ The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of co-curricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.
- ❖ The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.
- ❖ In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.
- ❖ Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- ❖ A study by Search Institute in 1995 indicates that co curricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.
- ❖ School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.
- ❖ Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2- to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.
- ❖ A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.
- ❖ In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.
- ❖ A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.
- ❖ In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- ❖ In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	<u>Athletes</u>	<u>Non-athletes</u>
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- ❖ Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.
- ❖ A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.
- ❖ High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.
- ❖ 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- ❖ In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.
- ❖ Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- ❖ The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.
- ❖ A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- ❖ The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
 - School boundaries** – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
 - Youth programs** – Young people spend three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
 - Achievement motivation** – Young people are motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
 - Planning and decision making** – Young people know how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- ❖ The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

- ❖ Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.

- ❖ Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- ❖ The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- ❖ The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was \$2.6 billion, and activity programs received only \$2.9 million, a minuscule one-tenth of one percent (.001).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.
- ❖ American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Co Curricular activities teach lessons that lead to better citizens.

❖ An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

❖ A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

❖ The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

"The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other curricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- ❖ A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- ❖ Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."
- ❖ Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- ❖ The 1996 Surgeon General's report, *Physical Activity and Health*, said that "regular participation in physical activity during childhood and adolescence:

 - Helps build and maintain healthy bones, muscles and joints

 - Helps control weight, build lean muscle and reduce fat

 - Prevents or delays the development of high blood pressure

 - Reduces feelings of depression and anxiety.

The report goes on to say that "participation in physical activity increases adolescents' self-esteem.

(U.S. Department of Health and Human Services. *Physical activity and health: a report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- ❖ "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs¹, and are more likely to stay in school and have good conduct and high academic achievement². Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."

(1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. *Journal of the American Medical Association* 1993;269:1391-5.

(2. Zill N, Nord CW, Loomis LS. Adolescent time use, risky behavior and outcomes: an analysis of national data. Rockville, MD: Westat, 1995.)

Platteview High School College & Career Readiness Skills Rubric

Name:

Advisory Teacher:

Date:

		E.1 - Participation	E.2 - Work Completion	E.3 - Behavior	E.4 - Working with Others
21ST CENTURY SKILL STANDARDS		<i>Adapts to and carries out various roles and responsibilities and works flexibly in a climate of change.</i>	<i>Demonstrates productivity and accountability by meeting high expectations.</i>	<i>Demonstrates integrity and ethical behavior; demonstrates initiative and self-direction and uses individual talents and skills for productive outcomes.</i>	<i>Communicates and works productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work; exhibits social responsibility while collaborating to achieve common goals.</i>
LEADER LEVEL <i>Demonstrates personal commitment and mastery, and encourages others by work and deed to do the same.</i>	4	Arrives on time with materials. Participation reflects intensity and persistence. Advances the goals of the class through personal contributions and by assisting others.	Organization, goal setting and time management are exemplary and serve as models to assist others. Work is completed on time and reflects standards of quality and dedication to strive for excellence.	Demonstrates a well-formed sense of what is right and makes personal choices to try to do the right thing. Follows through on commitments. Respects others and shows courtesy. Sets an example of self-control across situations. Chooses appropriate conduct so classroom rules and procedures are not an issue. Encourages the development of these qualities in others.	Demonstrates effective teamwork across groups and purposes. Shows initiative and capability to organize and lead a group toward stated goals, but does his/her part in actual group tasks. Is respected by others and encourages their teamwork and participation. Shows sensitivity and takes perspectives of others seriously. Can help resolve most conflicts. Exhibits high level of competence in all identified group skills.
PARTICIPANT LEVEL <i>Carries out responsibilities in an adequate way but does not take on a leadership role.</i>	3	Arrives on time with materials. Participation in individual, whole group and small group activities meets classroom expectations.	Demonstrates adequate organization and time management. Work is completed on time and meets all requirements.	Accepts responsibility for personal choices and mistakes. Respects others. Displays adequate self-direction toward productive outcomes and follows all classroom rules and procedures.	Demonstrates adequate teamwork and willingness to work with others. Assumes a fair share of responsibility for group tasks. Rarely shows leadership to organize or take responsibility for completion of group tasks. Exhibits adequate group maintenance and interpersonal skills.
	2	With some noteworthy exceptions, participation meets classroom expectations.	With some noteworthy exceptions, work is completed on time and meets requirements.	With some noteworthy exceptions, demonstrates adequate personal behavior choices to follow classroom rules and procedures.	Contributes to completion of a group task. With some noteworthy exceptions, exhibits adequate group and interpersonal skills.
DETRACTOR LEVEL <i>Does not meet the standards personally, and detracts from others meeting the standards.</i>	1	With considerable help or prodding, participation meets minimal classroom expectations.	With considerable help or prodding, work is on time and meets minimal requirements.	With considerable help or prodding, conduct follows classroom rules and procedures.	With considerable help or prodding, exhibits group and interpersonal skills that have been identified.
	0	Even with considerable help or prodding, participation does not meet classroom expectations.	Even with frequent help or prodding, the student does not hand in work on time or meet requirements.	Even with frequent help or prodding, conduct does not follow classroom rules and procedures.	Even with frequent help or prodding, does not exhibit group maintenance and interpersonal skills that have been identified.

**Platteview High School Paths to
Graduation for Class of 2023**

	College & Career Required Coursework	University Bound Recommended Coursework	Distinguished Coursework
Business	Information Technology 1	Information Technology 1	Information Technology 1
	Personal Finance	Personal Finance	Personal Finance
Language Arts	English 9	English 9 or Honors English 9	Honors English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	English 11 or Honors English 11	Honors English 11
	English 12	English 12	Honors English 12
Mathematics	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math**
		Advanced Math**	Advanced Placement Calculus**
Physical Education	Physical Education 9/10	Physical Education 9/10	Physical Education 9/10
	Health	Health	Health
	Additional Physical Education course	Additional Physical Education course	Additional Physical Education course
Science	Biology	Biology	Biology
	Chemistry or Applied Chemistry	Chemistry	Chemistry
	Physics or Applied Physics	Applied Physics or Physics	Physics
			Advanced Placement Chemistry** or Advanced Placement Biology**
Social Science	World Geography	World Geography	World Geography
	World History	World History	Honors World History
	US History	US History	US History or Dual Credit US History I and II
	US Government Elective	US Government Elective	Advanced Placement Government** Dual Enrollment Elective
World Language		Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)
		Spanish 2 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 2 (or French 2, German 2, Latin 2 or Chinese 2)
Online Learning			Successfully complete an online course through one of PHS approved providers
Community Service and/or Job Shadowing			20 Hours – must submit a completed journal. Activities must be approved prior to service to assure the hours will qualify.
Completion	49 credits	49 credits	49 credits, required community service/job shadowing, and a 3.6 grade point average