

**HIGH SCHOOL
STUDENT HANDBOOK**

**HEARTLAND COMMUNITY
SCHOOLS
HENDERSON/BRADSHAW**

GRADES 7-12

2024-2025

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Section 1

HEARTLAND COMMUNITY SCHOOLS HANDBOOK PERMISSION FORM

INTENT OF HANDBOOK

This Handbook is intended to be used by students, parents/guardians, and staff as a guide to the rules, regulations, and general information about Heartland Community School. Each student is responsible for becoming familiar with the Handbook and knowing the information contained in it. Parents are encouraged to use this Handbook as a resource and to assist their child in following the rules contained in this Handbook.

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

****The Handbook can be found on Heartland Community Schools’ website:
heartlandschools.org****

PLEASE CHECK THIS BOX IF YOU WOULD LIKE A COPY OF THE HANDBOOK.

I have read the Heartland High School Student Handbook and agree to support the organizational pattern prescribed therein.

Student’s Name

Parent/Guardian Signature

Date

Section 2

SCHOOL PERSONNEL 7-12 SECONDARY STAFF

Jeremy Klein	Superintendent	Superintendent's Office
Tim Carr	Secondary Principal	Principal's Office
Dana Reinke	Elem Principal, SPED Director	Elem Office
Mike Bergen	Assistant Track	
Ashton Brown	Head VB	
Amy Pinney	English, Speech, One Act Play	103
Blake Burgess	Assistant FB	
Chad Buzek	Ind. Tech, B & G Golf	Ag Shop
Stephanie Buzek	Math, Tech Coord., Asst. Girls HS BB	Mac Lab
Rachael Strong	English, Asst. Girls JH BB	206
Kelsey Gooder	Art, Journalism	210
Lynn Hall	Vocal Music, Musical	Music
Kelsey Vnoucek	School Counselor	Counselor Office
Sydni Kunc	Resource	200B
Ben Lindsay	Social Studies, Head FB, Asst. Track	109
Christa Lindsay	Head Track	9
Gina Mestl	Media Specialist,	Library
Stephanie Miller	Ag, FFA	Ag Shop
Karma Yantzie	Computer, Business, FBLA	108
Tami Peters	Title I	
Anne Regier	Family & Consumer Science	106
Carrie Regier	Science, Math, JH VB, JH Robotics, Quiz Bowl	201
Marc Regier	Science, HS Robotics	401
Amy Rotter	Resource	200a
Mark Hiebner	Instrumental Music	Music
Josh Struckman	Spanish, Activities Dir.	112
Corbin Tessman	Assistant Track	
Les Reinke	P.E., Social Studies, Girls JH BB, Asst. HS VB	208
Erik Wetjen	Phys Ed, Health, JH FB, Head Boys BB, Asst. Track	Gym
Heidi Ruhl	Math, Quiz Bowl, Math Team, NHS, Asst. Track	107
Deb Wilhelm	Speech Pathologist	405
Eric Allgood	Asst. JH FB	
Kyra Epp	Asst HS VB	
John Saulsberry	Boys JH BB	
Rick Bartek	Asst. Boys JH BB	
Steve Stebbing	Asst. Boys JH BB (Volunteer)	
Tara Maltsberger	Asst. JH VB	10

Office: Charlotte Greenwall, Tammy Ott, Dandi Cabanting

Maintenance: Matthew Quiring (Head Maintenance), Lance Ruhl, Randy Wilhelm

Cooks: Valorie Quiring-Food Manager; Lunchroom Assistants: Michelle Goertzen, Lindsay Mierau, Laini Meyer

Board of Education: Gary Braun, President; Lacey Gloystein, Vice President; Tammy Ott, Secretary; Ryan Goertzen, Jennifer Hiebner, and Tyler Newton.

Section 3

HEARTLAND COMMUNITY SCHOOLS 2024 - 2025 SCHOOL CALENDAR

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug. 9	New Teacher Orientation
Aug. 12-14	Teacher Inservice
Aug. 15	K-12 Classes Begin (11:40 Dismissal)
Sept. 2	No School - Labor Day
Sept. 9	No School - Professional Development
Oct. 11	Last Day - 1st Quarter
Oct. 14	First Day - 2nd Quarter
Oct. 21	No School - Professional Development
Oct. 21	PTC 4:30 PM - 8:30 PM
Oct. 22	PTC 4:30 PM - 8:30 PM
Oct. 25	No School - Fall Break
Nov. 8	No School - Professional Development
Nov. 27-29	No School - Thanksgiving Break
Dec. 20	Last Day - 1st Semester
Dec. 22-26	NSAA Moratorium
Dec. 23-31	No School - Holiday Break

Jan. 1 - 3	No School - Holiday Break
Jan. 6 - 7	No School - Professional Development
Jan. 8	Classes Resume / 1st Day - 2nd Semester
Jan. 17	No School - Mid-Winter Break
Feb. 14	No School - Mid-Winter Break
Mar. 7	No School - Professional Development
Mar. 10	PTC 4:30 PM - 8:30 PM
Mar. 11	PTC 4:30 PM - 8:30 PM
Mar. 12	Last Day - 3rd Quarter
Mar. 13	No School - Professional Development
Mar. 14	No School - Winter Break
Mar. 17	First Day - 4th Quarter
Apr. 15	No School - Staff Workday (HS Track Invite)
Apr. 18	No School - Spring Break
Apr. 21	No School - Spring Break
May 7	Seniors' Last Day
May 11	Graduation
May 21	Last Day - 2nd Semester (11:30 Dismissal)

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 Beginning/End of Term
 No School - Professional Development
 No School - Break
 Parent-Teacher Conferences
 Early Dismissal
 Event
 Curriculum Development

1st Quarter	40	Student Days
	44	Teacher Days
2nd Quarter	44	Student Days
	47	Teacher Days
3rd Quarter	43	Student Days
	47	Teacher Days
4th Quarter	45	Student Days
	47	Teacher Days
1st Semester	84	Student Days
	91	Teacher Days
2nd Semester	88	Student Days
	94	Teacher Days
School Year	172	Student Days
	185	Teacher Days

NSAA DATES	
Start of Fall Practices	Aug. 12
District Golf	Oct. 7-8
State Golf	Oct. 14-15
State Football 1st Rd.	Oct. 24
State Volleyball	Nov. 6-7-8-9
Start of Winter Practices	Nov. 18
District One-Act	Week of Dec. 2
NSAA Moratorium	Dec. 22-26
Girls State Basketball	Mar. 5-6-7-8
Boys State Basketball	Mar. 12-13-14-15
Start of Spring Practices	Mar. 3
District Music	Week of Apr. 22
District Track	May 14 or 15
District Golf	May 19-20
State Track	May 23-24
State Golf	May 28-29

Additional days for students and/or staff will be added to the end of the year if it is determined to be necessary.



Heartland Community Schools
1501 Front Street
Henderson, NE 68371
Phone: 402-723-4434
www.heartlandschools.org

Article 1 Mission and Goals

Section 1

MISSION STATEMENT

Heartland Community Schools-Henderson/Bradshaw strives to provide challenging educational opportunities for All students to reach their highest level of excellence.

Section 2

GOALS OF HEARTLAND COMMUNITY SCHOOL

- The Heartland Community School has as its main purpose providing the maximum educational opportunity for each child within the limits of his/her own capacity. It is felt that each child should be provided with mental and physical skills which will enable his/her own highest educational level and prepare for a productive adult life in an ever-changing world.
- Heartland Community School believes that the social, intellectual, emotional and physical requirements of the individual student should be provided for in an instructional program that is an interrelated, continuous process which is flexible in design.
- Heartland Community School believes in
- the importance of creating a learning climate which develops positive self-images and instills a sense of mutual trust and respect among faculty and students while maintaining a facility that is conducive to instruction and learning, as well as being aesthetically pleasing.
- Heartland Community School recognizes the need to maintain a support staff which positively aids the instructional staff in establishing the proper learning climate for students.
- Heartland Community School promotes the fostering of good citizenship, leadership, and self-discipline through its extra-curricular programs.
- The Board of Education and Administration of Heartland Community School conducts the business of the District in an effort to provide quality education within reasonable cost while striving to obtain the best school system.
- Heartland Community School is a reflection of the students and staff who occupy the facility. Your pride is reflected in how well you manage the neatness in the hallways, your areas of responsibilities and yourself. Your pride is directly apparent to all visitors once they enter the doors.

Let's each do our part to make our school something we can be proud of.

Section 3

Mutual Respect

Heartland Community Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students 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, disciplinary actions. Those procedures should be used where applicable.

Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

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

Article 2 School Day

Section 1

DAILY SCHEDULE

Period	Time
1	JH 8:22-9:03 HS 8:15-9:03
2	9:06-9:54
3	9:57-10:45
4	10:48-11:36
JH Lunch	JH Lunch 11:36-12:06
5	JH 12:09-12:57 HS 11:39-12:27
HS Lunch	HS Lunch 12:27-12:57
6	1:00-1:48
7	1:51-2:39
8	2:42-3:30

Teachers' Schedules can be accessed at: <https://tinyurl.com/4rs6e54w>

Section 2

SHORTENED SCHEDULE

In the event of a late start due to inclement weather or for any other reason, we will drop periods beginning with 1 and 2, then 3 and 4, and so forth, so we don't continue to miss the same classes each time there is a late start.

Section 3

SCHOOL CLOSING NOTICES

When it becomes necessary to close school, notices will be given on radio stations KAWL, and television stations KHAS, KLKN, KOLN/KGIN.

The school will attempt to call all parents through the School Reach Calling Program. The first call will be made at 6:15 a.m. or as soon thereafter as a decision is made. The call will be made to the primary phone number the school has on file. In the case of school closing after students are in school, parents will also be called via their cell phone.

More routine closing in regular schedules are mentioned on the school calendar in this manual.

Closings that are planned during the school year will be announced by written notice to parents via elementary students. School closing information is also available on the voice bulletin board at 723-4421, or at the Heartland Website at www.heartlandschools.org.

Section 4

CLOSED CAMPUS

Students are to stay in school during the school day. If a student needs to leave the building for various reasons, they must have a note or phone conversation from parents and then receive permission from the Administration. After receiving permission, students must sign out and when returning, sign in. If students are late to school, they must sign in at the office.

No permission will be granted to leave the building during the school day except for emergencies or with special permission. All students will be expected to remain in school for lunch.

Section 5

STUDENT HOURS IN THE BUILDING

Morning: Arrival time shall be no earlier than 8:00 A.M. No students are to go to their rooms prior to 8:00 A.M. unless they have an appointment to see teachers.

After School: The student must be under a teacher's supervision if in the building after 4:00 P.M.

Article 3 Use of Building and Grounds

Section 1

VISITORS

Students should not bring friends to class, lunch, or school unless they have permission from the Principal. Parents or guardians are welcome to visit any time. All visitors must report to the office to sign in and pick up a visitor's badge.

Section 2

Smoke-Free Environment

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

Section 3

CARE OF THE BUILDING

Except for sack lunches, no food or beverages may be brought to school and stored or eaten anywhere in the building. Our custodial staff does an excellent job in keeping this building clean and attractive. It will certainly help them if we all do our part in keeping lockers, desks, hallways, etc. as clean as possible.

Section 4

LOCKER ASSIGNMENTS

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Only items related to school organizations are allowed to be posted outside student lockers. Students may be assessed a fine for damage to lockers.

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 or 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 at the discretion of the administration.

The following rules shall 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:

1. 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 must be conducted in a reasonable manner under the circumstances.
2. 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 shall be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which 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.

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 building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7

USE OF TELEPHONE

Points to remember in using the telephone: Please ask for permission to use the phone.

1. Use the telephone for emergencies only.
2. Long distance telephone calls should be charged to your home phone.
3. Students may receive calls only in case of an emergency.
4. Cell phone use is accepted during lunch, between classes, and at the discretion of the classroom teacher for 9-12th grade students. If a student is misusing the device, the teacher will collect the item and turn it in at the office.

***Students shall not use electronic devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an expectation of privacy. Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school.

Section 8

BICYCLES and STUDENT DRIVING

- All cars, motorcycles, and bicycles driven to school must be parked upon arrival at school and are to remain parked during the day.
- Students are not to sit in cars over the noon hour, and cars, motorcycles, and bicycles are not to be tampered with at any time.
- Any vehicle that displays inappropriate language or any message not in good taste will not be allowed on the school grounds or be used for transportation to school.
- All state and local traffic regulations shall be observed on school property. (All motorized vehicles are to be driven only on streets and roadways intended for their use.)
- Vehicles parked outside the lines during activities and are blocking traffic will be towed.

Section 9

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 safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10

LOST and FOUND

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

Section 11

ACCIDENTS

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

Section 12

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, and science classes.

Section 13

STUDENT ACCIDENT INSURANCE

All students will have the opportunity to purchase Student Accident Insurance. Should parents desire the Accident Insurance, complete the application, enclose your check written to the company and have your son or daughter return it to the school office.

CATASTROPHIC INSURANCE

The following is a summary of the Catastrophic Insurance:

The Nebraska School Activities Association provides catastrophic insurance for a bodily injury in excess of \$25,000. This covers students going to and from activities as well as their participation in their particular events. Even though we all hope no student ever needs this type of coverage, we would like to inform parents that this coverage only covers transportation when they are riding in school vehicles or vehicles designated for transportation by the school. Therefore, this does not cover students who ride with parents or with someone else.

Section 14

BULLETINS AND ANNOUNCEMENTS

Students and parents can access announcements through PowerSchool using their username and password. Any activity group wishing to place posters or announcements in a prominent place in the school building must first secure the initials of their sponsor or the Principal before doing so. Announcements must be in good taste and pertain to school activities only. No surveys or questionnaires will be given in class or during the school day without permission from the principal.

Section 15

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 a permitted "fair use," rather than an infringement of the copyright:

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

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

Article 4 Attendance

Section 1

ATTENDANCE

Success in schoolwork requires regular attendance. The child who is frequently absent misses not only the instruction of the day but loses the continuity of the work presented, and oftentimes their work is affected for some time after their absence. However, parents should guard against sending children to school when attendance might be detrimental to their health or that of their classmates.

Punctuality is an important factor in school attendance. The child's schedule should be planned so that they will have ample time to eat a good breakfast and arrive at school on time without undue hurrying.

The administration is authorized to cooperate with parents in their requests for alternate, equally rewarding educational experiences for their children, such as travel.

Going to school is considered a full time job for all students. It is their duty to be on the job regularly and on time, the same as if working for an employer for pay. Each absence will be entered on your transcript for future employers to see. Parents must call the school office for all of the above absences, preferably by 8:45 AM.

FOREIGN EXCHANGE STUDENTS- Heartland Community Schools will accept no more than two foreign exchange students per year. The students must be approved by the principal. Families wishing to host a foreign exchange student should check the availability with the principal before making a commitment to a Foreign Exchange Student Agency. Foreign Exchange Students are expected to follow attendance requirements and the rules of Heartland Community Schools. Foreign exchange students will not be accepted after August 1 of the upcoming school year.

Section 2

More than eight (8) absences from any class or classes per semester, FOR ANY REASON, may constitute loss of credit for the classes involved.

The following are a part of the 8 absences allowed per semester:

1. Medical excuses - with note from doctor or dentist to verify excuse, preferably stating the time they were with the doctor.
2. Funerals of close friends or relatives.
3. Projects shown at state fair.
4. Family emergency.
5. Family outing - if school work is made up and approved prior to outing.
6. College visits (seniors) - if school work is made up and visit is scheduled by school counselor prior to visit.
7. Church observances with prior approval.

TARDINESS

Punctuality is an important quality for the student to possess. Just as in the work world, tardiness cannot be tolerated, so also the school must have a sound and firm policy in the matter.

Tardy #	1	2	3	4	5	6	7	8	9	10	11	12
Consequence	W	W	W	D	D	D	D	D	D	D	D	D

W=warning D=detention (30 min.)

Students who are tardy, will receive the following consequence(s):

After 3 tardies: Warning

For the 4th tardy, and each tardy following, a 30 minute detention will be served.

No permission will be granted to leave the building during the school day except for emergencies or with special permission. All students will be expected to remain in school for lunch.

Eight unexcused tardies will be equivalent to one days' absence as pertaining to our attendance policy.

The accumulation of three (3) tardies in each class per semester carries a value equal to one (1) absence.

If a student should lose his/her credits for irregular attendance, he/she must retake those required classes for the semester in which the absences occurred. A student need not retake an elective class.

The student must have a parent/guardian call the school with the reason for absence excuse from a parent/guardian upon returning to school after an absence. Absence notice shall be given and work made up in advance when a student knows he/she will be absent. Phone calls will be made to the homes of students on the day of absence when no advance notice was given.

If a student is absent, the Admit to Class form must be obtained from the Principal's office and presented to the appropriate teacher (s) before being readmitted to class. Upon completion of make-up work, the teacher(s) will initial the form. The student must then return the completed form to the Principal's office.

If a student wishes to miss school due to a family outing, the Principal must be notified as soon as possible. All make-up work should be successfully completed and turned in before any scheduled outing (consideration will be given to emergency outings).

ADVISORY PROCEDURES

1. Advisory letters will be sent to parents or guardians when their child has accrued three (3) and five (5) absences per class during the quarter.
2. After five (5) absences per quarter, the parent/guardian/student will be notified of potential loss of credits by the Principal.

STUDENT'S RIGHTS TO DUE PROCESS - The following procedure will be followed to ensure due process:

A. THE PRINCIPAL, PARENT/GUARDIAN, AND STUDENT

1. Parents/Guardians/Students who wish to appeal the potential loss of credit must make this request within seven (7) days of notification. Requests for appeal must be made in writing on forms supplied by the Principal.
2. The Principal shall review all absences/tardies and exceptions to the limitation on absences due to chronic extended illness or other unusual circumstances will be considered.
3. The determination will be undertaken on a case by case basis. Each case will be considered on an individual basis.

4. The Principal will render a decision within three (3) days and notify the student/parent/guardian.
5. The request for a hearing may be filed by the student or the student's parents/guardians and presented within seven (7) days following the notification of pending credit loss.

B. THE SUPERINTENDENT

1. Upon rendering a decision, the Principal will forward the decision to the Superintendent. If the decision is a denial, the Superintendent will either support the denial or grant an extension of absences. If the Superintendent supports the Principal's decision, he/she will notify the student/parent/guardian and the party in question may request a hearing before the Board of Education. This request must be made within seven (7) days after receiving notification.

C. THE BOARD OF EDUCATION

1. The Board of Education shall serve as the appeal body and may grant or deny an extension of absences after hearing the case.
2. The Administration and Board of Education reserves the right to ask for the medical opinion for prolonged illness or chronic illness.

EXCESSIVE ABSENTEEISM

Students who accumulate eight (8) unexcused absences in a semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any

referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

ATTENDANCE HEARINGS

All attendance hearings will be scheduled for the last week of the semester.

Section 3

MAKE-UP SLIPS

It is the responsibility of the student upon returning to school after an absence to report to the office to receive a make-up slip.

Guidelines shall be set up for make-up work for students who are absent from school. The guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted. These guidelines shall be reviewed for consistency and approved by the superintendent or designee.

The make-up work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below.

To receive credit for work missed due to excused absences (e.g., personal illness, bereavement or emergency in the family, or participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

To receive credit for work missed due to a parent requested pre-arranged absence (e.g., medical or dental appointment, religious observance, spectator at a school activity, short-term work requirement, applying for a job, family trip, college visit), the student is responsible a) for requesting assignments for make-up work prior to his/her absence and b) for completing the make-up work on his/her own initiative by the due date.

To receive credit for work missed due to an unexcused absence or disciplinary suspension, the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative, and on his/her own time either before or after school, by the due date. The amount of assistance the teacher is to provide, if any, will be determined by the teacher based on the teacher's workload and on whether the student displays a positive attitude towards the make-up work and a willingness to not engage in future unexcused absences or misconduct. The teacher may assign the student to different work to make up than they actually missed, in the same subject or topic area.

The date when make-up work is due will be determined by the teacher based on the content being studied and the length of student absence. Ordinarily, the student will be expected to complete work issued due to short-term absence (i.e., five days or less) within five days after returning to school. Students who plan to miss school due to a scheduled school activity or a

parent requested prearranged absence may request assignments and make arrangements to complete part or all of the work prior to the absence.

The common sense policy in regard to school attendance and practice is adhered to at Heartland Community Schools. A team/activity member is not allowed to practice/compete/participate on a day he/she is unable to be in school attendance from 11:35 AM-3:30 PM because of an illness or unexcused absence unless participation is approved by the administration or athletic director. Also, if a student is unable to participate in an activity because of illness, they should not come back for another activity later that evening. Example: A student is in school until 3:30, but goes home to rest and misses after school practice/activity. The student should not return for an evening practice or performance. The student should stay home and rest in order to recover for the next day.

Section 4

REPORTING HABITUAL TRUANCY

Students of mandatory attendance age who accumulate twenty (20) unexcused absences 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 Neb.Rev.Stat. 79-201, (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 statute. If within one week after the time such notice is given such 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.

MANDATORY AGES OF ATTENDANCE: A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Article 5 Scholastic Achievement

Section 1

<u>HIGH SCHOOL GRADING SYSTEM</u>					
A+	98-100	4.00	C+	82-84	2.33
A	95-97	4.00	C	80-81	2.00
A-	93-94	3.67	C-	78-79	1.67
B+	90-92	3.33	D+	75-77	1.33
B	87-89	3.00	D	72-74	1.00
B-	85-86	2.67	D-	70-71	.67

Section 2

COURSE OFFERINGS

Heartland Community Schools – Henderson/Bradshaw offers the following courses at the high school level. The courses are listed at the grade level in which they are generally taken. Required classes are marked with an asterisk.

<p>FRESHMAN</p> <ul style="list-style-type: none"> *English 9 or English I *Computer Applications *Physical Science or Science 9 *World History *Pre-Algebra, Algebra I, or Geometry *FCS, AgriScience, or Intro to Business *Coding Chorus Band Art P.E./Health Driver's Ed (Summer) 	<p>JUNIOR</p> <ul style="list-style-type: none"> *American Lit/Comp or English III *American History *Algebra I, II, Geometry, or Pre-Calculus *Speech Journalism I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus Economics Prob & Stats Business Law Art I, II, III Marketing Plant Science Personal Finance Animal Science Accounting I or II P.E TECHS
<p>SOPHOMORE</p> <ul style="list-style-type: none"> *English 10 or English II *Biology *P.E./Health *Algebra I, II, or Geometry Welding Accounting I Art I or II Band Chorus Computer Applications 	<p>SENIOR</p> <ul style="list-style-type: none"> *Lit/Comp or English IV *American Government (1 semester) *Economics (1 semester) Journalism I, II, or III Sociology Psychology Pre-Calculus Calculus P.E. Geometry

Drafting I or II Journalism I Spanish I Woods Foods	Physics Algebra I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus TECHS Art I, II, III or IV Business Law Leadership Marketing Ag Projects Personal Finance AgriBusiness Accounting I or II
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Section 3

REQUIREMENTS FOR GRADUATION

Graduation from high school will be made on the recommendation of the Principal or Superintendent, provided the student has completed the following requirements:

English	40 hours	Comp. Appl.	5 hours
Math	30 hours	Coding	5 hours (2026)
Science	30 hours	Speech	5 hours
Social Studies	30 hours	Health	5 hours
(American History, World History, American Government, Economics required)		P.E.	10 hours
		Fine Arts	5 hours
		(Art, Vocal Music, Band)	

230 credit hours required for graduation.

GRADUATION

Graduation is a school-sponsored activity. All student dress code policies will be in effect. “Business Casual” attire looks great with graduation attire. Wear shoes that are comfortable and suitable for walking. Graduates should wear graduation attire appropriately and not add to or alter the regalia with additional pins, decorations, etc. The class of 2025 is a CLASS ACT and we want to make sure we look like a CLASS ACT on graduation day.

Graduation speakers – The valedictorian and salutatorian will have the opportunity to speak at graduation. In the event that there is more than one valedictorian/salutatorian, administration will make an effort to limit the speakers to two. A point system will be used where the student's ACT score will be added to the decimal of the GPA. For example, if a student carried a 4.0 and his/her ACT score was 29, their points would equal 4.29. If there is still a tie, more than two speakers would be allowed.

Section 4

PROMOTION AND RETENTION

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 5

SCHEDULE CHANGES

Changes in schedule will be made in Mr. Carr's office. No changes will be made after the first week of either semester. Scheduled changes will be made only upon approval of the teachers involved, the guidance counselor, parents, and principal.

GENERAL INFORMATION

1. All students, unless previously arranged with the principal and counselor, must take at least seven (7) solid classes each semester. All students will be strongly encouraged to only have one (1) study hall and to take seven (7) classes.
2. Students are encouraged to select a program of study that will be a challenge to their intellectual capacities, as well as preparing them for their chosen vocations.
3. Students are required to consult with their parents so a mutual understanding of individual needs will exist and be met.
4. Students are encouraged to make full use of all the school's facilities and to consult with the counselor.
5. All courses are co-educational.
6. It is the policy of Heartland Community Schools to provide equal opportunity for all its students. Therefore, in compliance with Federal and State mandates, student enrollment will not discriminate on the basis of sex, race, or handicap.

7. Students who fail courses will have their educational program reviewed by teachers, the counselor, and the principal to determine which courses will be repeated.

Section 6

INTERIM REPORTS

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 7

TEST, REPORT CARDS, GRADES

Any student has the right to have his grade explained; however, students must use good manners when discussing with a teacher any questionable grade.

All full time subjects successfully completed will be given five (5) credit hours per semester, with the exception of Teacher Aide's, which will receive a "P" or "F", not on GPA, 1 credit hour.

Section 8

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held at the end or during the 1st quarter and 3rd quarter. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Section 9

HONOR ROLL

At the end of each nine-week period, the grade point average of all classes for each student will be computed. There will be 3.25 to 4.0 GPA Honor Roll, with all A's listed with an asterisk. When computing the Honor Roll, one C will be allowed.

Section 10

NATIONAL HONOR SOCIETY

Juniors and Seniors may be invited to join the Heartland High School chapter of the National Honor Society. Selection for membership is based on four areas: scholarship, leadership, character, and service. The purpose of Honor Society is to promote excellence in these areas. The local chapter provides a framework for the individual student to grow by providing opportunities for leadership in the service to the school and community.

Scholarship: 3.4 GPA cumulative average

Leadership and Character: A cumulative minimum of 77% of all defined criteria met based on evaluations made by classroom teachers and activity sponsors.

Service: One significant voluntary contribution to school and/or community.

NHS Student Application

* Required

Student Name *

What email address do you check most frequently? *

What is the best way to communicate with you? *

- Email
- Cell Phone (Calling)
- Cell Phone (Texting)
- Facebook
- Twitter
- Other:

Check each activity that you are currently a participant of: *

- Science Club
- Football
- One Act Play
- Yearbook
- Volleyball
- Play/Musical
- Class Officer
- Basketball
- Student Council/Renaissance
- FBLA
- Art Club
- Track
- FFA
- Golf
- Other

One Page Essay *

Explain in essay form the ways you have exhibited leadership and character while contributing in service to the school, the church, and the community. Use specific examples.

Submit

NHS Teacher Review

Thank you for taking the time to evaluate the student who has asked for your recommendation. The time and energy you take in filling out this form will help the committee decide whether or not this individual would be a suitable member for the National Honor Society based on their leadership and character. Thanks again!
-Nora Ohrt, NHS Sponsor

Rating Scale: 5-Superior 4-Excellent 3-Good 2-Fair
1-Poor

* Required

Staff Name *

Who is the student you are filling out this application for? *

What is your association with this student (ie: class/extracurricular activity/student aide, etc...)? *

Character: This student exercises character by taking criticism willingly and accepting recommendations. *

Character: This student exemplifies desirable quality of personality (cheerfulness, friendliness, poise, stability). *

Character: This student upholds principles or morality and ethics. *

Character: This student cooperates by complying with school regulations concerning property, programs, office, halls, etc... *

Character: This student demonstrates standards of honesty and reliability. *

Character: This student observes instructions and rules, punctuality, faithfulness both inside and outside the classroom. *

Character: This student demonstrates perseverance and application to studies. *

Character: This student shows courtesy, concern, and respect for others. *

Character: This student manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and shows unwillingness to profit by mistake of others. *

Character: Please make any remarks about this student's character.

Leadership: This student is resourceful in proposing new problems applying principals and making suggestions. *

Leadership: This student demonstrates leadership in promoting school activities. *

Leadership: This student exercises influence on peers in upholding school ideals. *

Leadership: This student contributes ideas that improve the civic life of the school. *

Leadership: This student is able to delegate responsibilities. *

Leadership: This student exemplifies positive attitude. *

Leadership: This student inspires positive behavior in others. *

Leadership: This student demonstrates academic initiative. *

Leadership: This student successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable.

Leadership: This student demonstrates leadership in the classroom and in school activities. *

Leadership: This student is thoroughly dependable in any responsibility accepted. *

Leadership: Please make any remarks about this student's leadership.

Section 11

ACADEMIC INTEGRITY

STUDENT GOALS AND OBJECTIVES

The Heartland Community Schools should encourage each student:

- to achieve a feeling of self-worth
- to accept the worth and dignity of all people
- to be creative in his/her selected fields of endeavor
- to develop a positive attitude toward the rights and privileges of participating citizenship and an understanding of the responsibilities involved

- to grow as a responsible member of his/her family and to recognize the family as the basic social unit
- to attain and preserve good physical and mental health
- to plan for and appreciate the wise use of leisure time
- to develop and maintain a positive attitude toward the learning process
- to develop skills and abilities to communicate ideas and feelings
- to acquire habits of analytical thinking and problem solving
- to achieve his/her potential in the basic academic areas
- to develop skills necessary to utilize all available educational resources
- to understand the American economic system and its relationship to a productive life
- to realize the role of vocations in society and to understand the changing opportunities open to him
- to utilize guidance and counseling service to help him/her with vocational planning

HINTS FOR YOUR ACADEMIC SUCCESS

- Be on time to your classes.
- Be prepared for each class.
- Organize your materials.
- Listen carefully to your teachers.
- Keep a record of all your assignments.
- Do your homework carefully each night.
- Review your class work each night.
- Complete all assignments and projects.
- Study and prepare for each test.
- Share your schoolwork with your parents.
- Dress out and participate in physical education.
- Strive for perfect attendance.
- Ask for help if you need it.
- Read, write, and stretch your imagination.
- Strive for academic excellence!

WRITING RESPONSIBLY

“When you write a report or research paper, you need to support your ideas with information from other sources and give credit to those sources.

(If you) mislead people into thinking that all these ideas are your own.. you may be guilty of **plagiarism** – the act of presenting someone else’s ideas as your own.

In *word-for-word plagiarism*, a researcher repeats the exact words of a source without giving the necessary credit. *Paraphrase plagiarism* occurs when a researcher says basically the same thing as an original source with just a few words changed. In *spot plagiarism*, a researcher uses only a few key words or phrases as his or her own without giving credit.

You owe it to your sources, your readers, and yourself to give credit for the ideas you use.” (Writers Inc. Wilmington, MA: D.C. Heath and Co., 1996. 179, 180)

The use of **plagiarism** in assignments may place the grade for that assignment in jeopardy.

Article 6 Support Services

Section 1

SPECIAL EDUCATION IDENTIFICATION AND PLACEMENT PROCEDURES

WHAT DOES SPECIAL EDUCATION MEAN:

Special Education means educational experiences, curriculum and services, including transportation, through the use of staff, facilities, equipment and classrooms which have been adapted to provide special instruction for students with disabilities. In addition, special education provides the support services necessary for evaluation, placement and instruction for students with disabilities. These services are free to parents, unless they elect to place their child in a program other than one approved by the school district.

HOW ARE STUDENTS WITH DISABILITIES IDENTIFIED?

The first step is for parents to provide written permission to have their child evaluated. The request for permission will include a description of the action to be taken and a description of each evaluation procedure. Written statements showing the results of the evaluation and the reasons for placement in a special education program must be kept on file. Within 30 days after a student has been verified as having a disability, a conference will be held with parents. Advance notice will be given. At the conference, an Individual Education Program (IEP) will be developed.

STUDENTS WHO MAY BENEFIT:

A student verified as having autism, behavior disorder, hearing impairment, mental handicap, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, or visual handicap may be placed in regular education with support services or may benefit from a special education classroom or service.

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.

REEVALUATION:

Students identified for special education will be reevaluated at least every three 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 shall obtain parental consent prior to conducting any reevaluation of a student with a disability.

INDIVIDUAL EDUCATION PROGRAM (IEP):

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent. An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

1. A representative of the school district;
2. An individual who can interpret the instructional implications of evaluation results;
3. One or both parents;
4. The child (when appropriate);
5. At least one regular education teacher if the child is, or may be participating in the regular education environment;
6. At least one special education teacher;
7. A representative of the nonpublic school if the child is attending a nonpublic school;
8. A representative of a service agency if the child is receiving services from an approved service agency; and
9. Other individuals, at the discretion of the parent or school district.

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

SPECIAL EDUCATION PLACEMENT:

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). The school district must assure that students with disabilities are educated with students who do not have disabilities, to the maximum extent possible. Students are entitled to have supplementary aids and services to help them in a regular educational setting. Students with disabilities may be placed in special classes, separate schools or other situations outside the regular educational environment when the nature of the child's needs require specialized educational techniques which are not available in current settings. Determination of a student's educational placement will be made by a team of persons who knows the student and who understands the tests and procedures that assess the student's learning abilities. Team members know the available programs and services which might help the student. Parents are asked for written consent to determine whether or not they approve the educational placement recommended for their child. If the parent does not speak English or is hearing impaired, an interpreter may be requested. 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.

ALTERNATIVE PROGRAMS:

Parents have a right to know about available private and public programs, other than those offered by the schools. The school district staff will provide information about those programs on request. If parents place the student in one of those programs, however, the school district is not required to pay for the student's education.

ACCESS TO STUDENT RECORDS:

Parents have the right to inspect and review any education records relating to their child which are collected, maintained or used by the school district in providing educational services.

NONPUBLIC SCHOOL STUDENTS:

Students in state-approved nonpublic schools may participate in special education programs in the same manner as public school students.

PARENTAL REVIEW OF PROGRAMS:

Parents who want to review their child's placement for any reason should request an IEP team meeting. If parents are not satisfied with the results of the conference, they may appeal to the Nebraska Department of Education for a formal hearing to be conducted by a state hearing officer. Parents dissatisfied by the findings and decisions made in a state level hearing have the right to bring civil action.

Section 2

SECTION 504 OF THE REHABILITATION ACT OF 1973:

Section 504 is a Federal Civil Rights Rehabilitation Act, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Heartland Community Schools has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

The school district has responsibilities under Section 504 (Part D), which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: (1) inspect and review

his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any part of the record on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refused to make the amendment.

If there are any questions, please feel free to contact Mr. Jeremy Klein, Section 504, Part D, Coordinator, at the Heartland Community Schools.

Section 3

GUIDANCE AND COUNSELING SERVICES

Guidance and counseling services to students are available through the counselor's office. Such things as college information, scholarship information, and requests for transcripts can be done through this office. Times for individual and group conferences for high school students will also be scheduled by the counselor.

Test scheduled for this year include the following:

Grade 10 PLAN Fall

Grade 11 ASVAB (optional) Fall

Grade 10 and/or 11 PSAT (optional) Fall

Grade 11 and/or 12 ACT or SAT numerous test dates available
(College entrance tests taken on given dates)

Most colleges require that incoming freshmen take the ACT or SAT before enrolling. Forms for registering for these examinations are available in the Counselor's Office.

Section 4

HEALTH SERVICES

Student Illnesses

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

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your

school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

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

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

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

Physical and Visual Examination

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

Immunizations

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

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

Summary of the School Immunization Rules and Regulations For 2024-2025 School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine

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

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

The School Rules & Regulations are available on the internet:

<http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 5/2015

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

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

TRANSPORTATION OF STUDENTS RECEIVING SPECIAL EDUCATION:

The district special education staff will make arrangements for transportation for eligible students to the extent such is required by the student's IEP. Students assigned to special education programs requiring attendance at schools outside their regular attendance area will be transported. Special conditions may warrant that special education students receive transportation to their assigned schools. If parents are dissatisfied with a transportation decision, they may contact the Superintendent for a review.

Article 7 Drugs, Alcohol and Tobacco

Section 1

DRUG FREE SCHOOLS, STUDENT USE OF TOBACCO (including nicotine products, vapor products, and e-cigarettes), DRUGS, AND ALCOHOL

The possession, use, and/or distribution of tobacco **(including nicotine products, vapor products, and e-cigarettes)**, drugs, alcohol, drug paraphernalia, or “look-alike” substances or devices by students are not allowed on school premises or school sponsored activities. School officials reserve the right to conduct unannounced searches for illegal substances. Searches may include the use of drug dogs.

Section 2

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 No Child Left Behind Act, 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.

Section 3

Disciplinary sanctions (consistent with local, state and federal law), up to and including expulsion and referral for prosecution, will be imposed upon students who violate these standards of conduct.

See General Training Rules for Participants for All Activities and Grounds for Short-Term Suspension, Long-Term Suspension or Expulsion for more information.

Article 8 Student Rights, Conduct, Rules and Regulations

Section 1

PURPOSE AND CONDUCT OF STUDENT 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

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee 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 Heartland 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.

B. 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 on a long-term suspension shall not be permitted to be on school grounds 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.

C. Expulsion:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

D. 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.

Section 3

STUDENT CONDUCT EXPECTATIONS

BODY PIERCING

Piercings should be removed if they are distracting to students, disruptive to the educational environment, pose a health risk, or are a continuing danger to students.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION

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

BUS DISCIPLINE

First report of misbehavior by the bus driver results in a warning by the Principal.

Second report of misbehavior by the bus driver results in the Principal calling parents and reviewing bus discipline steps.

Third report of misbehavior by the bus driver results in a one week bus suspension.

Fourth report of misbehavior results in a 9 weeks bus suspension from time of infraction.

RULES FOR BUS RIDERS

I. Previous to loading (on the road and at school)

1. Be on time at the designated school bus stops; keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus. Bus riders must conduct themselves in a safe manner while waiting.
3. Wait until the bus comes to a complete stop before attempting to enter the school bus.
4. Be careful in approaching bus stops.
5. Bus riders should not be permitted to move towards the bus at the school loading zone until the buses have been brought to a stop.

II. WHILE ON THE BUS

1. Keep hands and head inside the bus at all times after entering and until leaving the bus.
2. Assist in keeping the bus safe and sanitary at all times.
3. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
4. Treat bus equipment as you would valuable furniture in your own home; damage to seats, etc., must be paid for by the offender.
5. Bus riders should never tamper with the bus or any of its equipment.
6. Leave no books, lunches or other articles on the bus.
7. Keep books, packages, coats and all other objects out of the aisles.
8. Help look after the safety and comfort of smaller children.
9. Do not throw anything out of the bus window.
10. Bus riders are not permitted to leave their seat while the bus is in motion.
11. Horse play is not permitted around or on the school bus.
12. Bus riders are expected to be courteous to fellow pupils and the bus driver.
13. Absolute quiet when approaching a railroad crossing stop.
14. In case of road emergency children are to remain in the bus.

III. AFTER LEAVING THE BUS

1. Cross the road, when necessary after getting off the bus (at least ten feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.
2. Help look after the safety and comfort of small children.
3. Be alert to the danger signal from the driver.
4. The driver will not discharge riders at places other than the regular bus stop at the home or at school unless by proper authorization from the parent or school official.

IV. EXTRA-CURRICULAR TRIPS

1. The above rules and regulations would apply to any trip under school sponsorship.
2. Pupils shall respect the wishes of a competent chaperon appointed by the school.

WEDNESDAY NIGHT

There shall be no activities after 7:00 p.m. for the entire year on Wednesday evening.

CLASSROOMS, STUDY HALLS AND LIBRARY

The Media Center will remain open to be used as a library as much as possible. Students who are not assigned to a class will be assigned to study hall. They may check out to use the library if they have permission from the classroom teacher. The magazines and newspapers may be checked out to the study hall or students can read in the library. No food will be allowed in the library at any time.

Specific rules for each classroom will be as follows:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. No food or drink is allowed in the library. Seeds are not permitted in the building.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
7. Students are to be in their seats and ready for class on the tardy bell.
8. Special classes such as Ag Technology, Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
9. 9-12th grade students may bring items to school that may be used for educational purposes. Please understand that these items may be lost or stolen and it is the responsibility of the student to take care of their items. These items are to be used at the direction of the teacher. If a student is misusing the device, the teacher will collect the item and turn it into the office. On the first offense, the student may pick up the device at the end of the day. Second offense, a parent/guardian will need to pick up the device. Third offense, a parent/guardian will need to pick up the device and the student will serve detention. After the third offense, follow the handbook for cumulative misconduct.
10. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.

GROUND FORS SUSPENSION OR EXPULSION

Any serious breach of regulations, truancy, gross disrespect for teachers, 6 or more after-school detentions for tardies, 5 or more detentions for discipline or continued willful behavior that seriously interferes with class work or the activities of the school by a student may result in his suspension from school for a period of one to three days. The Superintendent and Principal are empowered to impose this suspension. If the case is deemed serious enough, or if other means of correction fail to bring about proper conduct, the Superintendent and School Board, after review of the case, may expel the student. When a student has been suspended from school, he/she is placed on probation upon return to class which permits him/her to remain in school subject to good behavior.

Before suspensions or expulsions are exercised, a hearing will be held by the school administrator. The student at all times will be told the facts of the infraction and will be given the opportunity to reply to all accusations.

GROUND FORS SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION, OR EXPULSION

A. The following types of student conduct shall constitute grounds for short-term suspension, long-term suspension, and expulsion when such activity occurs on school grounds or during an educational function or event off school grounds.

1. Willfully disobeying any reasonable written or oral request of a staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
3. Sexual assault or attempting to sexually assault any person.
4. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.
5. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student.
6. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
8. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco (**including nicotine products, vapor products, and e-cigarettes**), narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia.
9. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-801, of the Nebraska statutes, or material represented to be alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
10. Truancy or failure to attend assigned classes or assigned activities.
11. Tardiness to school, assigned classes or assigned activities.
12. The use of language, written or oral, or conduct, including gestures, which is 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.

13. Public indecency as defined in Nebraska statutes, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
14. Repeated violation of any of the rules adopted by the school district or the school.
15. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
16. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
17. Willfully violating the behavioral expectations for those students riding Heartland Community School buses.

B. In addition, a student may be suspended (short-term or long-term), or expelled, for sexual assault or attempted sexual assault of any person regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.

- C. In addition, a student who engages in the following conduct on school grounds or during an educational function or event off school grounds:
- (1) 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
 - (2) the knowing and intentional possession, use or transmission of a firearm or other dangerous weapon, 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 of the following school year. Such action may be modified or terminated by the school district at any time during the expulsion period.

D. In addition, if the student is determined to have brought a firearm to school, the student shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirement on a case-by-case basis.

***The term "weapon" includes dangerous objects. The term "dangerous object" shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns), chemical weapons (i.e. mace, pepper spray), martial arts weapons or other replica or facsimile or any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

HARASSMENT AND BULLYING POLICY

It is the policy of Heartland Community Schools that “bullying” type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior.

1. Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school’s opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

2. Step Two: The second time school personnel become aware of a harassment incident, the student’s parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

3. Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth which the school authorities determine to be appropriate.

4. Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

HARASSMENT AND BULLYING PROGRAM LEVELS

Purpose: All students have the right to attend Heartland Community Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

1. Level I: The guidelines for a Level I placement are listed below:
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 8:00 a.m. each morning.
 - c. The student will eat on campus at an assigned table.
 - d. The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. This will allow all other students to leave the school grounds in safety.
2. Level II: The guidelines for this level are listed below:
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 8:00 a.m. the morning.

- c. The student will eat on campus at an assigned table.
 - d. The student will report to an assigned room at the end of the day, and remain until 3:45.
 - e. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.
3. Level III: This is a long-term assignment. The guidelines are listed below. All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

ELECTRONIC DEVICES

- First offense – student will pick up device at the end of the day.
- Second offense – parent/guardian may pick up the device at the end of the day.
- Third offense – parent/guardian may pick up the device at the end of the day and the student will serve detention.
- After the third offense, follow the handbook for cumulative misconduct.

Students are responsible for their devices.

STUDENT ATTIRE

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. **The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.**

Students will be expected to adhere to the following guidelines during school functions on or off school property:

1. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
2. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
3. Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.

4. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
5. Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
6. Clothing which promotes alcohol, tobacco/tobacco products (**including nicotine products, vaping products, and e-cigarettes**) or drugs, or which contain any inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.
7. Shoes, boots or sandals must be worn at all times.
8. Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
9. Mesh shirts must have a t-shirt worn under them.
10. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.

***Consideration will be made for students who wear special clothing as required by religious beliefs, disability, medical status or condition or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the 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 for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant, intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

Heartland Community Schools - Level of Consequence

Behaviors	Step 1 Student/ Teacher Conference	Step 2 1/2 Hour detention Parent Contacted	Step 3 1 or more hours detention assigned by off. Par Contacted	Step 4 In-School Suspension by office Par Contacted	Step 5 Short Term OSS 1-5 days Parent Contacted	Step 6 Long Term OSS 6-20 days Parent Contacted	Step 7 Emergency Exclusion Parent Contacted	Step 8 Alternative Education Plan Par Contacted	Step 9 Expulsion Parent Contacted
Cheating & Plagiarism	1st Offense-zero on assign.,2nd Offense-zero & move to Step 3								
Failure to Follow Directions									
Inappropriate Clothing									
Stealing									
Lying									
Harassment/ Threats									
Cumulative Misconduct									
Skippping Assigned Area/Truancy									
Defiance of Authority Insubordination									
Aggressive behavior Profanity/Obscenity									
Assault/Fighting									
Drugs/Alcohol Tobacco									
Weapons/Explosives									

Section 4

LAW VIOLATIONS AND POLICE CUSTODY

Cases of law violations or suspected law violations by students will be reported to the police or other proper authorities, and to the student's parents or guardian as soon as possible. When a principal or other school official releases a minor student to a police 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 shall 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, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the police office with the address and telephone number of the minor's parents or guardian.

Section 5

FUND RAISING PROJECTS

Before any class or organization pursues any type of work or fund raising projects, they must receive the approval of the administration.

Article 9 Extracurricular Activities: Rights, Conduct, Rules, and Regulations

Section 1: GUIDELINES FOR INTERSCHOLASTIC ACTIVITIES

These policies are in agreement with the Nebraska State Activities Association and the National Federation of State High School Athletic Association.

I. PHILOSOPHY

Interscholastic activities shall be an integral part of the total secondary school educational program for the purpose of providing educational experiences not otherwise provided for in the curriculum. These experiences will contribute to the development of better citizens by allowing students to positively enhance their knowledge, their skills, and their emotional patterns. Emphasis shall be upon teaching through activities.

II. OBJECTIVES

1. To add value to the education gained by our students and to further school purposes as articulated in our Mission, Vision, and Beliefs.
2. To provide natural outlets for students desiring to participate on teams in competition with other students in school.
3. To assist in the development of high levels of strength, endurance, and vitality.
4. To teach good sportsmanship.
5. To develop ideals of self-sacrifice and denial.
6. To further develop the health of each individual so he/she will be a contributing member of his/her society.
7. To help develop skills that have a carry-over value of worthy use of leisure time.
8. To create an atmosphere of unity; to foster a school spirit growing out of the school's activity endeavor, a spirit which will make the educational process more effective.

III. GENERAL INFORMATION FOR ACTIVITIES

1. Each student who expects to participate in athletics shall once each year present a physician's certification stating he/she is physically fit to participate prior to competing in practice or competition.
2. If an athlete is under medical advice not to participate, he/she will not be allowed to do so regardless of the feelings of the athlete, parents, or coaches. Upon returning to practice he/she must have a written doctor's report of that nature.
3. Each athlete must be covered by accident insurance provided by the parent or guardian. In the event the family or guardian does not have insurance coverage, the same shall provide a signed statement declaring the school not liable for any expenses incurred by injury or accident.
4. Dress of team members making trips should be clean, neat, and in good taste.

5. Student participants will travel to and from out-of-town events as a unit. Any exception to this rule must be approved by the parents in writing and the coach/sponsor.
6. Heartland Community Schools has a no-cut policy in all activities. No student will be cut or dropped from a team because of lack of ability.
7. Students that are issued equipment are responsible for the equipment, and if it is lost or abused, he/she will pay for replacement on the value left on the equipment. This will be assessed by the activity sponsor in charge and approved by the athletic director or principal.

Section 2: ATTENDANCE

1. A team/activity member is not allowed to practice/compete/participate on a day he/she is unable to be in school attendance from 11:35 AM-3:30 PM because of an illness or unexcused absence unless participation is approved by the administration or athletic director. Also, if a student is unable to participate in an activity because of illness, they should not come back for another activity later that evening.
 - a. Example: A student is in school until 3:30, but goes home to rest and misses after school practice/activity. The student should not return for an evening practice or performance. The student should stay home and rest in order to recover for the next day.
2. Activities on Sunday are subject to the Superintendent's approval.
3. There will be no practice sessions held on days when school has been called off because of inclement weather.

Section 3: ACADEMIC STANDARDS

Any student failing two or more classes will be on probation for a period of one week (beginning Sunday), thus notifying the parent and student the need for raising the grade. If the student is still failing two or more classes the following week, the student will be ineligible for extracurricular activities that week (beginning Sunday). Once the student is no longer failing 2 or more classes, the student will be eligible the following Sunday. In addition to expectations for current classes, students will also have a one week probation period for classes in which they have earned an incomplete. If the student has not completed the course after the one week probation period, the student will be ineligible the following week until the incomplete work has been turned in and graded.

A list of activities is found on Page 61. This list includes but is not limited to activities for which eligibility based upon meeting academic standards applies.

Possible scenario for a student being eligible/ineligible:

Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
				10 a.m. report <u>Student failing 2 or more classes or 1 incomplete</u>	Game Day	
Begin Probation Week		Game Day		10 a.m. report <u>Student failing 2 or more classes or 1 incomplete</u>		Game Day
Begin Ineligible Week		Game Day		Game Day 10 a.m. Report, Student failing 1 class, 0 incomplete	Play Production	Play Production
Eligible this week.		Game Day		10 a.m. Report...	Game Day	Game Day

Section 4a: TIER 1 CODE OF CONDUCT

Grooming and dress. Participants must at all times be appropriately groomed and dressed for the activity that they are participating in.

- A participant's attire (e.g. clothing, jewelry, piercings, adornments, accessories, etc.) and grooming (e.g. hairstyles, hygiene, etc.) must not be clearly inappropriate for the occasion.
- A participant's attire or grooming must not increase risks to the health/safety of the participant or to others.
- A participant's grooming and dress must generally align with the educational purposes of the school district as articulated in the school's Mission, Vision, and Beliefs.
- The ability for participants to participate in practices, competitions, public performances, etc. may be affected should they fail to meet reasonable expectations for grooming and dress.
- The coach/sponsor of an activity/activity program is given broad discretion to give direction and/or guidance to participants in general areas of concern as it relates to grooming and dress.
- The coach/sponsor of an activity/activity program is encouraged to collaborate with participants, a participant's parents/guardians, or school administration when

attempting to resolve significant or delicate areas of concern related to grooming and dress.

2. Dependability and attendance. Participants are expected to demonstrate a high degree of dependability by maintaining regular and consistent attendance in school and in their school activities.
 - a. The ability for participants to participate in competitions, public performances, etc. may be affected should they fail to demonstrate adequate attendance in those school activities (i.e. practices, competitions, etc.).
 - i. Coaches/sponsors of activities are given broad discretion to align the roles, opportunities, and responsibilities that they delegate to participants in proportion to the dependability, preparation, and ability demonstrated by participants.
 - b. An '*intentional skip*' is a situation where a participant intentionally fails to attend a required activity that is approved by the district such as practices, competitions, etc. by choice (i.e. the only determining factor was the participant's decision to not be in attendance). An intentional skip would not include circumstances involving illness, conflicts with related to a participant's involvement in their other activities, or conflicts related to participant's family-circumstances.
 - i. When an intentional skip occurs, a coach/sponsor will be permitted, but is not required, to suspend the participant for the next, immediate competition, public performance, etc.
 1. When a student is suspended from participation they will not be allowed in any form or fashion to travel with, dress with, prepare with, bench with, appear with, or assist with the team/group as it relates to the specific competition, public performance, etc. for which they are suspended.
 2. The participant will, however, continue to be required to participate as normal related to non-competition/performance days, events, practices, etc.
 3. Prior to the suspension taking effect, the coach/sponsor will be required to notify the participant, the A.D., the principal, and a parent/guardian in writing. The use of email will be sufficient to meet this requirement.
 4. An appeal of such determination can be made to the principal.
 - a. The appeal must be in writing and submitted by a parent/guardian.
 - b. Only one appeal can be made per occurrence.
 - c. The appeal must be submitted prior to the suspension taking practical effect.
 - d. The only grounds for appeal will be demonstrating that the participant did not intentionally skip participation in their required activity.

- ii. If a participant accumulates two or more intentional skips, the coach/sponsor of that activity may, but is not required to, make a written request to the school administration that the participant be dismissed from the activity/activity program for the remainder of the school year.
 1. Such a request must be made in writing and provided to the participant, the A.D., the principal, and a parent/guardian of the participant. The use of email will be sufficient to meet this requirement.
 2. Determinations of suspension or removal based on these grounds will be made in writing and such determinations can only be made through unanimous agreement of the coach/sponsor, A.D. and principal; such determinations will then require written approval of the superintendent.
 3. An appeal of such determination can be made to the superintendent.
 - a. The appeal must be in writing and submitted by a parent/guardian.
 - b. Only one appeal can be made per occurrence.
 - c. The appeal must be submitted within 3 school days of the superintendent's initial approval.
 - d. The written appeal must state the grounds upon which the appeal is being made.
3. Curfew. Activity sponsors may be allowed to establish reasonable curfew rules for participants of their activity. In such cases, said curfew rules must be approved by the A.D., the principal, and the superintendent prior to taking effect.
 - a. Participants in an activity/program will be expected to meet such properly established curfew expectations for that activity.
 - b. The ability for participants to participate in competitions, public performances, etc. may be affected should they fail to satisfactorily meet the curfew expectations properly established for that activity/program.
 - c. When a gross or aggravated violation of a curfew rule occurs, a coach/sponsor will be permitted, but is not required, to suspend the participant for the next, immediate competition, public performance, etc.
 - i. When a student is suspended from participation they will not be allowed in any form or fashion to travel with, dress with, prepare with, bench with, appear with, or assist with the team/group as it relates to the specific competition, public performance, etc. for which they are suspended.
 - ii. The participant will, however, continue to be required to participate as normal related to non-competition/performance days, events, practices, etc.
 - iii. Prior to the suspension taking effect, the coach/sponsor will be required to notify the participant, the A.D., the principal, and a parent/guardian in writing. The use of email will be sufficient to meet this requirement.
 - iv. An appeal of such determination can be made to the principal.

1. The appeal must be in writing and submitted by a parent/guardian.
 2. Only one appeal can be made per occurrence.
 3. The appeal must be submitted prior to the suspension taking practical effect.
 4. The only grounds for appeal will be demonstrating that the participant did not commit a gross or aggravated violation of a properly established curfew rule.
4. Conduct unbecoming. All activities and activities programs provided by the district are done so with the express purpose of furthering school purposes in so much as all programs and participation in such programs should align with the Mission, Vision, and Beliefs of the district. All activities and activities programs provided by the school are unique opportunities provided to students to enhance their learning and development in alignment with the Mission, Vision, and Beliefs of the school. Accompanying these unique opportunities is a unique responsibility for those that chose to participate in the school's activities and activity programs. That responsibility includes acting as ambassadors and leaders of our school community - participants are expected to accept the responsibility of representing themselves, their activity, their school, and their communities as positive, mature, and respectful examples of the school and its Mission, Vision, and Beliefs.
- a. Participants will be held accountable to meeting these expectations by the coach/sponsor of the activity in which they participate. Coaches/sponsors have the responsibility and authority to guide, counsel, and teach participants to this end within the programs that they supervise. Coaches/sponsors may issue reasonable consequences, not specifically prohibited by the school, in the course of carrying out their responsibilities.
 - b. Gross or aggravated circumstances of conduct unbecoming on the part of an activity participant may warrant the suspension of or the outright removal of a participant from participation and/or membership in an activity/activity program for up to the remainder of the current school year.
 - i. Said consideration can only be initiated in writing by the coach/sponsor, the A.D., or the principal.
 - ii. When such consideration initiated, the request to consider must be made in writing and provided to the participant, the A.D., the principal, and a parent/guardian of the participant.
 - iii. Determinations of suspension or removal based on these grounds will be can only be made through unanimous agreement of the coach/sponsor, A.D. and principal; such determinations will then require written approval of the superintendent.
 - iv. An appeal of such determination can be made to the superintendent.
 1. The appeal must be in writing and submitted by a parent/guardian.
 2. Only one appeal can be made per occurrence.
 3. The appeal must be submitted within 3 school days of the superintendent's initial approval.
 4. The written appeal must state the grounds upon which the appeal is being made.

Section 4b: TIER 2 CODE OF CONDUCT

The Tier 2 Code of Conduct applies to all students in grades 7-12. Consequences for violations of the Tier 2 Code of Conduct will affect the ability for students in grades 7-12 to perform, compete, or otherwise publicly represent Heartland Community Schools through its various activities and/or extracurricular programs.

When The Policy Applies & When Violations Can Occur

Heartland Community Schools students can be found to be in violation of the school's Tier 2 Code of Conduct for offenses that are determined to be violations of the code of conduct when such offenses occur within the circumstances that are specified below:

1. At all times, places, or locations for the continuous period of time beginning at 12 AM on Monday of Week 6 (as determined by the standard NSAA calendar) through 11:59 PM on Saturday of Week 47 (as determined by the standard NSAA calendar).
2. At any time, place, or location while clearly acting under the umbrella of Heartland Community Schools or while under the custodial direction and/or supervision of Heartland Community Schools, its programs, its personnel, or its agents.
 - a. Common examples where this might occur outside of the 42-week timeframe specified above might include, but are not limited to: while attending an open gym in the summer, while attending a summer weight training session, while attending or traveling to a summer league or summer team camp event, while attending a music program trip, while attending a National FBLA Conference, etc.

Tier 2 Code of Conduct Violations

1. Intentional use, possession, purchase, theft, or distribution of any product containing or used to consume tobacco or nicotine (e.g. cigarettes, smokeless tobacco, e-cigarette, vape pen, vape cartridge, etc.). Determined by a preponderance of evidence.
2. Intentional use, possession, purchase, theft, or distribution of any product containing alcohol. Determined by a preponderance of evidence.
3. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as a misdemeanor, other than a minor traffic violation or those violations identified in Violation 8.
4. Intentional use, possession, purchase, theft, or distribution of any product containing, or used to consume, kratom or any psychoactive cannabinoids (e.g. delta-8) Determined by a preponderance of evidence.
5. Intentional possession, purchase, theft, or distribution of any illegal drug paraphernalia. Determined by a preponderance of evidence.
6. Intentional, non-prescribed use, possession, purchase, theft, or distribution of any prescription drug. Determined by a preponderance of evidence.
7. Intentional use, possession, purchase, theft, or distribution of any illegal drug. Determined by a preponderance of evidence.
8. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as misdemeanor abuse, assault, intimidation, or theft.

9. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in either state or federal law as a felony.

When Consequences Apply & When Ineligibility Can Occur

Heartland Community Schools students determined to be in violation of the Tier 2 Code of Conduct will be deemed to be ineligible for publicly competing, performing, or participating in school activities as a representative of Heartland Community Schools or any of its activity, extracurricular, or co-curricular programs to the extent that such participation is not directly related to any academic grading requirements.

A period of ineligibility will begin immediately upon the principal's determination that a violation has occurred, and the first day of the ineligibility period will coincide with the day that the student is provided with notice, in any form, of said determination. The length of a period of ineligibility will be based upon the type/seriousness of the violation, and the aggregate number of violations that a student has accumulated. All periods of ineligibility will be assigned in terms of calendar days and the length of said periods will be for the number of days prescribed below.

Activities and/or events for which an ineligibility period applies include, but are not limited to:

- | | |
|--|--------------------------------|
| 1. Interscholastic Athletic Competition | 9. Math Team |
| 2. Public Intrasccholastic Athletic Competitions | 10. National Honor Society |
| 3. Art Club | 11. Out-Of-State Travel |
| 4. Dances (including Homecoming and Prom) | 12. Overnight Travel |
| 5. Drama Performances | 13. Quiz Bowl |
| 6. FBLA | 14. Robotics |
| 7. FFA | 15. Summer League Competitions |
| 8. Instrumental Music Performances | 16. Team Camp Participation |
| | 17. Vocal Music Performances |

*** Ineligibility will not be applied to co-curricular events where performance/participation is an academic grading requirement - in all such cases such exemption requires prior approval of the principal.**

In novel or ambiguous circumstances where intent or precedent has not been clearly established, the school administration will apply the following standard:

Heartland Community Schools students determined to be in violation of the Tier 2 Code of Conduct will be ineligible to participate, perform, attend, or otherwise be involved in an event or excursion where such participation, performance, attendance, or involvement:

1. Would clearly imply that the student is publicly acting as a sponsored representative of the school; and
2. Would occur during the period of ineligibility that is properly assigned to any determination of violation in accordance with the established consequences in the Tier 2 Code of Conduct.

Assigned Periods Of Ineligibility

Violation		Prescribed Period Of Ineligibility For Competition / Public Performance / School Representation					
		A: 15 calendar days	B: 30 calendar days	C: 45 calendar days	D: 60 calendar days	E: 90 calendar days	F: 180 Calendar Days
1	Intentional use, possession, purchase, theft, or distribution of any product containing or used to consume tobacco or nicotine (e.g. cigarettes, smokeless tobacco, e-cigarette, vape pen, vape cartridge, etc.). Determined by a preponderance of evidence.	If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.	If sixth aggregate violation.
2	Intentional use, possession, purchase, theft, or distribution of any product containing alcohol. Determined by a preponderance of evidence.	If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.	If sixth aggregate violation.
3	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as a misdemeanor, other than a minor traffic violation or those violations identified in Violation 8.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
4	Intentional use, possession, purchase, theft, or distribution of any product containing, or used to consume, kratom or any psychoactive cannabinoids (e.g. delta-8) Determined by a preponderance of evidence.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
5	Intentional possession, purchase, theft, or distribution of any illegal drug paraphernalia. Determined by a preponderance of evidence.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
6	Intentional, non-prescribed use, possession, purchase, theft, or distribution of any prescription drug. Determined by a preponderance of evidence.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
7	Intentional use, possession, purchase, theft, or distribution of any illegal drug. Determined by a preponderance of evidence.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
8	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as misdemeanor abuse, assault, intimidation, or theft.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
9	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in either state or federal law as a felony.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
Periods of ineligibility will begin on the day of determination. The day of determination will count as Day 1 as the days that constitute the period of ineligibility are counted out.							
Penalties listed herein are minimum penalties applicable only to eligibility in activities. The penalties prescribed herein, may be in addition to, or secondary to, other penalties as may be prescribed elsewhere in school regulations, board policy, state statute, or federal law.							

Report Of Alleged Violation

An alleged violation of the Tier 2 Code of Conduct will be evaluated once it is considered to be reported to the school principal. The process of evaluating alleged violations begins with a report to the school principal. An alleged violation is considered to be reported when sufficient information is discovered by the school administration, or brought forward to the school principal by a coach, sponsor, school personnel, through a public record, or other credible person or source of information.

Determination Of A Violation

After a reported violation, the principal will discuss the violation with the student and notify his/her parent(s). If the principal finds sufficient information exists to suggest that a violation likely has occurred within the jurisdictional authority of the school, they will investigate the allegation and the necessary facts directly related to the allegation. If upon a preponderance of the evidence available, the principal determines that a violation has occurred, the student along with their parent/guardian will be notified, along with the necessary school personnel. The principal will reduce their findings to writing and provide written notice to the parent/guardian.

Upon a determination of a violation, the principal will assign the appropriate period of ineligibility, said period of ineligibility will be for the number of days as prescribed in the handbook for the violation. The period of ineligibility will begin immediately upon the principal's determination and the first day of the ineligibility period will coincide with the day that the student is provided with notice, in any form, of said determination.

Appealing The Determination Of A Violation

A parent/guardian may appeal the determination of the principal to the superintendent. Any such appeal must be submitted to the superintendent in writing no later than the fifth day of the period of ineligibility assigned to the student. The superintendent will provide a written response to the request for appeal within 5 days of receiving the request for appeal. The request for appeal must include the grounds for the appeal. The only grounds for an appeal that can be considered are 1) whether the actions in question are a violation of the Tier 2 Code of Conduct, and 2) whether the consequences assigned to the student are congruent with the consequences prescribed by the handbook.

Periods Of Aggregation

In assigning periods of ineligibility for violations of the code of conduct, the principal will take into account the aggregate number of violations acquired by a student. Acquired violations will be aggregated during two separate periods. Violations that a student is determined to have acquired during their 7th and 8th grade years will be consecutively aggregated together. Violations that a student is determined to have acquired during their 9th, 10th, 11th, and 12th grade years will be consecutively aggregated together but separately from the aggregated violations that a student acquires during either their 7th or 8th grade years. Consequences (i.e. periods of ineligibility) for a violation that was determined to have occurred in either the 7th or 8th grade will not extend beyond the point in time in which a student is determined, for the purposes of this policy, to become a 9th grade student.

For the purposes of this policy:

Immediately upon their classification, for the purposes of this policy, as a 7th grade student, or at any such time that is subsequent to when such classification would have occurred, and through the time that they cease to be classified as a 12th grade student; Heartland Community Schools students must be classified as either a 7th, 8th, 9th, 10th, 11th or 12th grade student.

A Heartland Community Schools student becomes a 7th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) that immediately precedes the school year in which they will be classified by the school as being in 7th grade.

A Heartland Community Schools student becomes a 9th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) that immediately precedes the school year in which they will be classified by the school as being in 9th grade.

A Heartland Community Schools student ceases to be a 12th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) is immediately subsequent to the date upon which their high school diploma is conferred.

**HEARTLAND COMMUNITY SCHOOL
TRAINING AND PARTICIPATION RULES AND VIOLATION REPORT**

Student _____ Date of Violation _____

Nature of Violation _____

Discipline Action Taken _____

Violation Reported By _____ Date _____
Are there any previous violations this school year? _____
Yes & Date No

Did student admit to violation? _____
Yes No

Contact with parent/guardian _____

Yes & Date No Letter-Phone-Visit

Comments: _____

Other student(s) reported involved: _____

The dates of this suspension shall be from _____ to _____
and _____ to _____ if necessary.

Signature of Reporting Administrator Date

Concussion Return to Learn – A Closer Look at the Protocol

<u>Steps</u>	<u>Progression</u>	<u>Description</u>
1	HOME- Relative Rest	<ul style="list-style-type: none"> • Stay at Home, No Driving • No Mental Exertion (Computer, Texting, Homework)
2	HOME- Light Mental Activity	<ul style="list-style-type: none"> • Stay at Home, No Driving, No Prolonged Concentration. • Up to 30 Minutes of Mental Exertion
Progress to next level when able to handle up to 30 minutes of mental exertion without increase in symptoms		
3	School- Part Time <ul style="list-style-type: none"> • Maximum Accommodations • Shortened Day/Schedule • Built-in Breaks 	<ul style="list-style-type: none"> • Modify rather than postpone academics • Extra time, extra help, and modification of assignments. • No significant classroom or standardized testing • Provide quiet place for scheduled mental rest.
Progress to next level when able to handle up to 30-40 minutes of mental exertion without increase in symptoms		
4	School- Part Time <ul style="list-style-type: none"> • Moderate Accommodations • Shortened Day/Schedule 	<ul style="list-style-type: none"> • Moderate decrease of extra time, help and modified assignments. • Modified classroom testing. • Modified standardized testing.
Progress to next level when able to handle up to 60 minutes of mental exertion without increase in symptoms		
5	School- Full Time <ul style="list-style-type: none"> • Minimal Accommodations 	<ul style="list-style-type: none"> • Continued decrease of extra time, help and modification of assignments. • May require support in academically challenging subjects • No Standardized tests, but routine tests OK

Progress to the next level when able to handle all class periods in succession without increase in symptoms AND receives medical clearance for full return to academics and athletics.		
6	School Full Time <ul style="list-style-type: none"> • Full Academics • No Accommodations 	<ul style="list-style-type: none"> • Attends all classes-Standardized Tests OK

Things to Note:

- Progression is individual. Students may start at any step and remain there as long as necessary.
- Return to the previous step if symptoms increase.
- When symptoms continue beyond 2-3 weeks, extended in-school support is required.
 Consider requesting an SAT or a 504 meeting to plan and coordinate student supports.

Return to Play – A Closer Look

<u>Steps</u>	<u>Progression</u>	<u>Exercise</u>
1	No physical activity as long as there are symptoms.	<ul style="list-style-type: none"> • Complete Physical Rest.
Progress to Step 2 when cleared by a medical provider and 100% symptom free for 24 hrs.		
2	Light Aerobic Activity <ul style="list-style-type: none"> • Increase heart rate • Light to moderate exercise that does not require cognitive attention or high degree of concentration. 	<ul style="list-style-type: none"> • 10-15 minutes of exercise, no resistance training. • Walking • Swimming • Exercise Bike
Progress to Step 3 when symptom free for 24 hours after step 2 activities. If symptoms return, go back to Step 2.		
3	Sport Specific Exercise <ul style="list-style-type: none"> • Add movement • Increased attention to coordination required. 	<ul style="list-style-type: none"> • 20-30 minutes of supervised play, low risk activities. • Running in gym, on field or treadmill • NO weightlifting • NO head impact activities • NO helmet or other equipment.
Progress to Step 4 when symptom free for 24 hours after step 3 activities. If symptoms return, go back to step 3.		
4	Non-contact training drills <ul style="list-style-type: none"> • Exercise, coordination • Athletes sport without risk of head injury 	<ul style="list-style-type: none"> • Progression to more complex training drills- run/jump as tolerated. • May start progressing resistance

		training • Non-Contact training in full equipment
Progress to Step 5 when symptom free for 24 hours after step 4 activities. If symptoms return, go back to step 4.		
5	Full Contact Practice • Normal training activities after medical clearance. • Restores Confidence • Functional skills assessed by coaching staff	• Full contact practice/training
Progress to Step 6 when symptom free for 24 hours after step 2 activities. If symptoms return, go back to Step 5.		
6	Return to Play	• Normal game play with no restrictions

Things to Note:

- Concussion Management Team should be aware of the state laws and which healthcare providers may clear a student.
- To begin the return to play progression:
 - Student must be symptom free;
 - Student should have no academic accommodations in place;
 - Student must be cleared by a health care provider.
- Student may spend 1-2 days at each step before advancing.
- If post-concussion symptoms occur at any step, stop activity and have the Concussion Management Team reassess.

Section 5

“TEAM SELECTION” and “PLAYING TIME”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6

DANCE RULES

1. All students who come to the dance are to stay inside.
2. If students leave, they will not be readmitted.
3. Dances are intended for Heartland High School students. Outside dates must be signed up in the office and approved by the Administration prior to the dance. No dates 20 years or older will be approved. No middle school students are allowed to attend high school dances.
4. No students will be admitted to a dance after it has been in progress for 30 minutes, unless prior arrangements have been made with the sponsor and administration.
5. Beginning times will be determined by the sponsor and administration. Dances will end no later than 12:00 a.m.
6. All school rules apply to dances.
7. Specific student dress at dances may be determined by the sponsor.
8. Students need to meet extracurricular eligibility requirements to attend dances at HCS. Students must meet the same requirements in order to be considered "in good standing" to attend a dance at another school.

Section 7

RELATIONSHIPS BETWEEN PARENTS AND COACHES/SPONSORS

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach
 - Expectations the coach has for your child
 - Locations and times of all practices and contests
 - Team requirements
 - Procedure should your child be injured
 - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
 - Concerns expressed directly to the coach
 - Notification of any schedule conflicts well in advance
 - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally and physically
 - Ways to help your child improve

- Concerns about your child's behavior
- Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - Call to set up an appointment with the coach
 - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8

GOOD SPORTSMANSHIP--BEHAVIOR EXPECTATIONS OF SPECTATORS

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.

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

Section 9

STUDENT FEES POLICY

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

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

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students for the 2024-2025 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

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

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

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day.

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

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

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

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

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

(3) 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, mouth pieces, and the like) are the responsibility of the student participant. Students have the

responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities for the 2021-22 school year are further specified in Appendix “1.” Admission fees are charged for extracurricular activities and events.

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

(6) 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.

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

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

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

(10) 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.

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

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

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

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

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

**Appendix“1” to 2024-2025 Student Fees Policy of Heartland Community Schools—
Additional Specification of Required Materials and Fees**

Programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Elementary Program		
Suggested school supplies		\$10-\$25
Junior High Program		
Suggested school supplies		\$10-\$30
8 th Speech	4x6 lined note cards, stopwatch, tablet.	
Science	Composition book	
Art	Sketchbook	
	Pens (black/red) pencils, Markers, highlighters, folders notebooks, basic calc., Kleenex	
Secondary Program		
	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
PreCal & Prob/Stats classes	Graphing calculator	\$100-\$125
Sophomore English	Folders, 4x6 lined note cards, steno, pens, 2 spiral notebooks, camera.	\$10-\$15
Senior English	Paperback book, notebook, note cards.	\$10-\$15
Speech	Stopwatch, 4x6 lined note cards, legal pad, colored pencils/markers optional.	
Science	Scientific calculator, notebook	
	3-ring binder, small notebook.	
Extracurricular and other programs		
	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Chorus	Cleaning	\$10
Band	Cleaning	\$20
Instrumental Rental		\$1-\$15

Driver's Education		Fee to be set in February for summer of 2025.
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Article 10

Section 1

NOTICE OF NONDISCRIMINATION

The Heartland Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2

DESIGNATION OF COORDINATORS

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

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

Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent
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The Coordinator may be contacted at: 1501 Front Street, Henderson, NE 68371; 402-723-4434

Section 3

ANTI-DISCRIMINATION & HARASSMENT POLICY

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

Preventing Harassment and Discrimination of Students: Purpose: Heartland Community Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful teachers, co-workers, students or other persons are prohibited. In addition, the Heartland Community Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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

SECTION 504 OF THE REHABILITATION ACT OF 1973:

Section 504 is a Federal Civil Rights Rehabilitation Act, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Heartland Community Schools has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

The school district has responsibilities under Section 504 (Part D), which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any part of the record on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refused to make the amendment.

If there are any questions, please feel free to contact Mr. Jeremy Klein Section 504, Part D, Coordinator, at the Heartland Community Schools.

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:

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

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

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

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing

regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

1. 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;
2. School and dates of attendance;
3. Student's current grade;

4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Heartland Community Schools.

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

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

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

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

Notice Concerning Designation of Law Enforcement Unit:

The District designates the Henderson Police Department and/or as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 7

NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

The No Child Left Behind Act of 2001 requires Heartland Community Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Heartland Community Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Heartland Community Schools will comply with any such request.

Section 8

NOTICE CONCERNING STAFF QUALIFICATIONS

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

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification of degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Heartland Community Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9

STUDENT-PRIVACY PROTECTION POLICY

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

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

Protection of Student Privacy in 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

A. General - Parental/Community Involvement in Schools:

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

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 courses, 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 proper 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.

B. Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. 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 I.

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

1. 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.
2. 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.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. 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.
5. 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:

1. 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;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. 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 Heartland Community Schools based on it being the school of origin, the new school and Heartland Community Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12

LUNCH TICKETS

Lunch payment should be made in the morning before classes begin. All 7-12 students must carry their cards with them. These cards also will be used to check out library books. There will be a \$3.00 charge for lost cards. If a student forgets his/her card, they are simply required to go to the end of the line and the operator will look up their number. This will not keep them from eating. This system will also give parents the opportunity to see, on a printout, how many meals their children have eaten. Each student will have an individual account. A family may still write one check for more than one child, but a portion of that check must be credited to each student. It can be credited equally or however parents want it distributed. Parents are asked to pay \$65.00 (20 meals) for each child in advance. When the account has less than \$10.00, a reminder will be sent home. Second services of milk will be available for an additional cost of \$0.40. Students have the option to purchase extra meal servings for \$1.25 if they have a positive balance in their lunch account. Prices for each lunch will be \$3.25 for students 7-12.

Breakfast is served from 7:50-8:15 each day of school, the cost is \$1.95 for students and. A "Grab-N-Go" breakfast will be available at the same price for students in grades 7-12 and staff members. Students and staff members wanting a "Grab-N-Go" breakfast will need to sign up in advance. Breakfast will not be served on "Late Start" days.

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

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

(2)Fax: (202) 690-7442; or

(3)Email: program.intake@usda.gov

This institution is an equal opportunity provider.

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

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

Military Recruiting Permission Form

Section 9528 of the **No Child Left Behind Act of 2001** requires schools to release your family's private information to military recruiters unless you "opt out" in writing.

_____ As a parent, I am exercising the right to "opt out" and request that you do not turn over the name, address, and telephone number of the following student to military recruiters.

_____ As a parent, I allow the school to provide my student's name, address, and telephone number to military recruiters.

School: Heartland Community Schools

Student Name: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____

Federal public law 107-110, section 9528 of the ESEA, "No Child Left Behind Act" requires school districts to release student names, addresses, and phone numbers to military recruiters upon request. The law also requires the school district to notify students and parents of the right to opt-out from this by requesting that the district not release student's information to military recruiters. This form is intended to serve as a request to withhold this information.

ASBESTOS NOTIFICATION

The Environmental Protection Agency regulation requires that all students, patrons and employees of the Heartland Community Schools be notified as to the location of asbestos containing materials in the school building.

Inspections conducted by ATC Environmental, Inc., of Omaha confirmed earlier inspections conducted in 1983 that there is pipe insulation containing asbestos particles in several locations in the school. These are located in the south gym, the stage, the furnace room, room 112, and several maintenance storage areas. Although the pipe insulation does contain asbestos particles, ATC Environmental Inc., found them to be properly encapsulated and therefore poses no threat to the students or employees of Heartland Community School.

Management plans, as required by law, have been filed with the State Health Department and should the materials become damaged in any way, the proper action will be taken by school personnel to ensure a safe environment for all students and employees. Matt Quiring, Maintenance Director, has received special training, as required by the EPA, to deal with any asbestos related incidents.

If any employees or students have questions or observe any damage to any asbestos covered materials, they should contact the superintendent's office. A detailed diagram of existing asbestos locations in the school building may be obtained from the superintendent's office.

A plan of action to deal with the asbestos is available for inspection in the superintendent's office.