

Mission Statement

The Southern School District, in cooperation with families and communities, prepares students, through educational experiences, to be responsible, respectful and safe citizens in our continually changing world.

Part I: Professional Responsibilities

Educational Philosophy (Policy 102)

Philosophy of Education

We, of Southern District #1, believe that the system of free public education is a great constructive force for the preservation of freedom, advancement of the American Democratic way of life, and inculcation of high moral standards.

We believe the school program and services of Southern District #1 should be cooperatively planned involving the total community human resources structure, i.e. teachers, administrators, students, parents, and others. The public school and the community it serves should be one regarding educational goals and aspirations.

We believe our education must make learning experiences available for each student which will promote the acquisition of concepts, values, skills, attitudes, and information most likely to make each student happy, self-confident, responsible, enlightened, and a moral person able to assume the roles in which each student will find himself serving in a democratic society.

We believe we must provide the most competent and professional staff available to inculcate these precepts in each student; and give each, in this framework, the finest facilities and equipment we can possibly provide.

We believe in enhancing the dignity, worth, and value of each individual.

Belief Statements (Policy 102.1)

Regarding Students and Learning:

1. All students can learn.
2. Students learn best when their physical, emotional and social needs are met.
3. Students learn best when it is a positive and challenging experience.
4. Students learn best when they see the relevance of learning.
5. Students must be lifelong learners.
6. Students must develop thinking skills.
7. Students must become responsible citizens.
8. Students learn best with parental/guardian guidance and support.

Regarding Teachers/Staff and Teaching:

9. All staff must stay current on theory to adequately promote relevant lifelong learning skills.
10. Teachers/para educators must recognize and provide for individual learning styles.
11. All staff must look for the best in and have high expectations for themselves and their students.
12. All staff must be empathetic towards the diverse roles that students have.
13. All staff must be positive role models.
14. All staff together with parents/guardians must make a cooperative effort for the benefit of students.

Regarding Effective Organizations — The School District:

15. The School District must provide a safe and orderly environment in order for

- effective learning to occur.
16. The School District must have a specific plan based on understood goals that are reviewed periodically.
 17. The School District must have strong leadership that is instructionally focused, open to new ideas and promotes teamwork that involves the community.
 18. The School District must maintain open lines of communications internally and externally.
 19. The School District must provide for an effective staff development program that reflects and supports the school mission.
 20. All members of the District must take responsibility for the education of its children.

Instructional Goals of Southern Public Schools (Policy 601)

Objectives of Education: With this broad philosophy in mind we set forth the following objectives.

- A. Provide information and arouse intellectual curiosity.
 - a. facilitate a learning situation in each classroom so that each child feels free to study and express himself without fear.
 - b. utilize student involvement as a major classroom instruction method.
 - c. practice a balance between the study of past cultures and contemporary thought.
 - d. teach the basic skill of communication.
 - e. teach each child to think for himself and to make decisions according to his own knowledge and convictions.
 - f. develop the mathematical and scientific knowledge for living in a technological world.
 - g. foster an understanding and enjoyment of the natural environment.
- B. Provides experiences which will allow each student to prepare for some vocation.
 - a. provide for education that leads to employment, in addition to general education and/or academic work.
 - b. create an awareness of the job market.
 - c. provide vocational information and vocational training to help each student make vocational decisions.
- C. Provide opportunities for each student to learn about activities which will help to constructively occupy leisure time.
 - a. teach the child to measure values, to live beauty, and help him to develop his cultural and ascetic nature.
 - b. prepare the child to work, live and cooperate with others to achieve a more peaceful world.
- D. Encourage each student to develop a set of personal and social values and moral standards.
 - a. teach the importance of faithfulness, loyalty, and respect as they apply to our nation, our churches, our homes, schools, and other people.
- E. Develop a position attitude toward good physical, mental, and emotional health.
 - a. develop work and study habits to enable him to achieve success in his studies according to each student's ability.
 - b. develop psychomotor skills through physical education and other activities.
 - c. provide opportunities for each student to experience success.

- d. provide opportunities for each student to make himself heard.
- F. Develop an appreciation of and respect for our form of Government as an informed citizen of a free self-governing people.
 - a. encourage the student to participate in the decision making process of the school.
 - b. provide opportunities for students to develop self-discipline.
- I A Duties of the Teacher: Teachers in their daily contact with children have the chief responsibility in the instructional program and in public relations. To this end they shall:
 1. Know each child and plan toward his/her development as the best possible citizen in a democracy.
 2. Build good home-school relations by attention to the quality of living and learning with children in the instructional program.
 3. Interpret to parents, through individual or group conferences, the child's total growth and progress in the instructional program.
 4. Keep himself/herself informed of the policies and regulations established by the Board of Education and cooperate with the administration and supervisory staff in the proper functioning of these accepted policies, regulations, and procedures of the school system.
 5. Teachers shall have direct control of students within the school building, on the school grounds, and at school functions, and are expected to take necessary steps to maintain control.
 6. Seek help in problems of instruction and child adjustment from consultants, counselors, and principals.
 7. Share with other members of the faculty responsibilities for making the school function as a good school.
 8. Keep accurate reports and complete records
 9. Perform such other duties as shall be required by the administration.

Teachers Administrative Duties: The teacher of today cannot be concerned only with teaching subject matter. There are numerous administrative duties which the teacher must perform in the modern complicated school system. The Board of Education may assign special duties to one or more teachers. The chief administrative duties of the teacher are the following:

1. Guidance for the school life of the pupil in order to deal systematically with his/her needs.
2. Interpretation of social forces that affect the curriculum and participation in a continuous development of the curriculum.
3. Sponsorship of extracurricular activities in order to promote the social development of pupils.
4. Cooperation in the equipment of schools and the care of property.
5. Partnership in the enterprise of conducting the school and of accepting the responsibilities for understanding the problems of school finances.
6. Responsibility for keeping records and making reports.
7. Understanding of broad social needs sufficient adequately to participate in community responsibilities.
8. Understanding of the relationship of education to the local, state, and

federal government.

9. Understanding of legal and administrative aspect of state school organization.
10. Understanding of local organization in order that the teacher may know for what and to whom he/she is directly responsible.
11. Cooperation with school principal in a common enterprise. The best possible education for every individual pupil to the end that he/she may be a good citizen of the community, the state, the nation, and the world.
12. Knowledge of the purpose of the various educational organizations and the activities which they attempt to carry on in the interest of the profession and the system of public education.
13. Realization that continual professional growth is an obligation that goes with professional security.
14. Understanding that improved economic security is a result of public and professional awareness of the school's needs for keeping pace with a changing society.

I B Paraeducator Roles And Responsibilities: Southern District #1 believes the Special Education Paraeducator should be used for "instruction" by the classroom teacher. The paraeducator should assist the teacher with the planning. A paraeducator is being used "ideally" when the teacher and the paraeducator work together as a "team" on the clerical responsibilities, thus helping the teacher finish the paperwork in "half" the time that it usually takes. A paraeducator may not be used to carry out clerical responsibilities outside the classroom that are usually performed by the teacher.

Guidelines: The following guidelines for the roles and responsibilities can be used to clarify the duties of the paraeducator. This example compares and contrasts the duties of both the paraeducator and the teacher. The duties that have been included are samples of appropriate responsibilities.

Job Goal: To provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials. Paraeducators are not employed to help teachers; they are employed to help students. The special education paraeducator's role is to assist the teacher and allow more effective utilization of the teacher's abilities and professional knowledge; they are not teacher aides and/or teacher assistants. By fulfilling this role, improves instruction and service for children is facilitated.

Reports to: (depending on individual assignment)

1. Building Principal
2. Resource Teacher
3. Classroom Teacher(s)

Responsibilities: The responsibilities of paraeducators are generally supportive in nature. The supervising teacher assumes primary responsibility for students and classroom. Southern's paraeducators are assigned duties using the following guidelines:

Supervising Teacher

Paraeducator

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| <ol style="list-style-type: none"> 1. Diagnoses educational needs. 2. Plans instructional programs. 3. Grades student performance and all work. 4. Takes complete responsibility new concepts, skills and each new classroom activity. 5. Revises instructional programs. 6. Designs instructional materials. 7. Responsible for discipline. 8. Designs and implements behavior intervention plans. 9. Attends inservice meetings. 10. Communicates with parents. | <ol style="list-style-type: none"> 1. Scores and compiles data associated with informal assessment. 2. Assists in the planning process in the presence of the teacher; copies, word processing, etc. 3. Checks and scores "objective" portions of "subjective/essay" work. 4. Reinforces and reviews concepts and skills, assists students in performing activities initiated by the supervising teacher. 5. Monitors student progress in instructional programs and relates findings to teacher. 6. Assists in the construction of the materials designed by the supervising teacher. 7. Disciplines students following behavior management techniques set up by the supervising teacher. 8. Monitors and reinforces student performance concerning behavioral interventions through observation; assumes data collection, and other record keeping duties. 9. Attends school inservice meetings and development meetings as required for paraeducators. 10. Never communicates with parent ... unless the supervising teacher is present. Maintains records associated with parent conferencing procedure, confirms dates, etc. |
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In addition, paraeducator's duties are restricted by law. Do's and don'ts for a paraeducator include:

Paraeducator may:

1. Be left alone in the classroom, in a planned way, when the supervising teacher is called away.

Paraeducator may not:

1. Be used as a substitute for certified teachers instead of hiring a certified substitute teacher.

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| <ul style="list-style-type: none"> 2. Work without direct supervision with individuals or groups of students on concepts introduced by the teacher. 3. Have specific instructional and management responsibility for students. 4. Be involved in student staffings, I.E.P., meetings, etc. 5. Be assigned recess, lunchroom duty, etc., following the school's established rules and/or regulations. 6. Be used to support the integration of exceptional students in regular classes by tutoring students in regular class assignments and giving tests orally. 7. Be assigned record keeping tasks relevant to classroom assignment. 8. Aide the teacher in supervising assemblies and group field trips. Take individual students on school related errands, and school activities. | <ul style="list-style-type: none"> 2. Teach completely new concepts and skills. 3. Be given primary responsibility for working with individual students. 4. Be assigned to attend student staffings in lieu of the supervising teacher. 5. Be assigned any supervision duty where there are no policies, rules and/or regulations already established by the district. 6. Be given primary responsibility for the mainstreaming effort of one or more students or used to teach regular curriculum by tutoring content to only non handicapped students. 7. Be used to carry out clerical Responsibilities outside the classroom that are usually performed by the teacher. 8. Take full responsibility for supervising field trips, assemblies or to take other non teaching duties usually assigned to teachers (e.g., extra duty, related errands). |
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Performance Responsibilities:

- 1. Under supervision of licensed teacher, prepares for classroom instructional activities.
- 2. Works with small groups of students to reinforce material initially introduced by the supervising teacher.
- 3. Assists individual children in need of special attention, guides independent study, enrichment work, and remedial work set up by the supervising teacher.
- 4. Assists in drill work, reading and storytelling, and small groups of students in the classroom, library, computer room.
- 5. Maintains strict confidentiality of all conversations, reports and correspondences which occur during the performance of job duties unless otherwise instructed by the Superintendent, Principal, Resource Teacher or Classroom Teacher.

Evaluation: Paraeducators will be evaluated at least once a year. Teachers who have worked with a particular paraeducator may be required to participate in that

process by their principal.

Part II: Personnel

II A Leave Policies

1. Leave: Each full time certified staff member will be provided with 3 personal leave days per contract year. Any personal leave days not used during the contract year will be reimbursed at the current substitute pay rate at the end of the year on the employee's July pay period.
2. Each full time certified staff member will be provided 10 sick days per year. Any sick leave not used during the contract year will go into the employee's individual sick leave account. Sick leave days may accumulate to 50 days. Any sick leave days accumulated beyond 50 days will be reimbursed at the current substitute pay rate at the end of the school year on the employee's July pay period.

For example: If an employee has accumulated 50 sick leave days and uses 2 of the 10 sick leave days during the current year, the employee will be reimbursed for 8 sick leave days at the end of the contract year. For the next contract year the employee will have 60 sick leave days (50 accumulated and 10 days per contract). The employee will be reimbursed at the substitute pay rate for any sick leave days above 50 at the end of that contract year

3. Funeral leave: A teacher shall be granted funeral leave in case of death in the immediate family. In this case, immediate family shall include spouse, children, parents, grandparents, mother or father in law, sister, brother, aunt or uncle, grandchildren, brother-in-law, sister-in-law, niece or nephew. Normal leave shall be considered three days. In cases of extreme hardship the superintendent of schools shall have the authority to grant additional days. Days used for funeral leave for other than a member of the immediate family will either be deducted from the teacher's yearly wages or individual leave account or the employee's salary.
4. Professional leave: A staff member recommended or appointed to represent a special group, or the school system may be granted leave with pay to attend educational conferences, conventions or other school sponsored activities. Expenses may or may not be provided depending on the circumstances. A staff member not recommended or appointed to represent a school, a special group or school system may be granted leave without pay to attend educational conferences or conventions with no expense or travel allowance upon permission, providing suitable arrangements for duty can be made.
5. Other leave: If a leave is granted to a school employee other than provided for under the aforementioned provisions, salary deduction shall be made on the basis of comparison of total contract days to total salary for each day's absence of an employee. The superintendent shall have the authority to grant unpaid leave for as many as five contract days. Unpaid leave in excess of five days will require the approval of the board of education. A person on unpaid leave shall not be paid any salary while on such leave.

6. Misuse of leave policies: Misuse or abuse of the leave policies of the school district shall be considered insubordination and shall be grounds for discipline which may include loss of pay and/or cancellation of the employment contract.
7. Leave requests: Leave requests other than illness cannot be immediately taken before or immediately after school holidays or vacations without prior approval from the superintendent. Vacation is defined as: beginning of the school year, Labor Day, Thanksgiving, Christmas, spring break, Easter, and the end of the school year. All leave must be approved by the administration. If leave is taken for reasons other than illness, two days notice must be given and no 2 days of leave can be taken back to back unless waived by the administration. In case of leave other than illness, no more than five teachers (limited to three from the elementary or secondary) will be granted leave on any one day. Leave shall not be taken in less than one hour increments.
8. Any teacher who is absent for five continuous contract days may be required to certify their disability with a physician's statement which shall be filed with the central administrative office. A physical examination may be required by the Board of Education if there arises a question as to employee's health interfering with adequate performance. Such examinations shall be at the board's expense and performed by a physician who may be named by the board.

II B Family and Medical Leave Act Provisions (FMLA):

1. Leave Entitlement: FMLA entitles eligible employees to take up to twelve (12) weeks of unpaid, job-protected leave each year for specified family and medical reasons.
 - a. For the birth or placement of a child for adoption or foster care;
 - b. To care for an immediate family member (spouse, child, or parent) with a serious health condition;
 - c. To take medical leave when the employee is unable to work because of a serious health condition.
 - 1). "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
 - a) any period of incapacity or treatment connected with inpatient care (i.e. an overnight stay) in a hospital, hospice, or residential medical-care facility;
 - b) any period of incapacity requiring absence of more than three calendar days from work that also involves continuing treatment by (or under the supervision of) a health care provider; or
 - c) continuing treatment (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three (3) calendar days, and for prenatal care.

2. Leave Eligibility: To be eligible for FMLA benefits an employee must:
 - a. Have worked for the employer for a total of twelve (12) months;
 - b. Have worked for at least 1,250 hours (classified) over the previous twelve (12) months.
 - c. The eligibility for FMLA will be based from their first day of employment.
3. FMLA provides for a total of maximum of twelve (12) week period during a twelve (12) month period of time.
 - a. Twelve weeks of eligibility is determined by their normal work week (i.e. if the employee normally works three (3) days a week, then they are eligible for twelve, three day weeks).
 - b. The twelve (12) month period of eligibility in which FMLA can be taken begins on the date an employee first starts an FMLA leave.
 - c. The employee, with the permission of the superintendent, may elect to take all or part of any accumulated sick leave or personal leave, they have accrued as part of their FMLA.
 - d. Once an employee has used their total of twelve (12) weeks of FMLA, even if they still have accumulated sick leave left, they may not take any additional paid or unpaid sick leave until their twelve (12) eligibility period has passed.
 - e. Under some circumstances, employees may take FMLA leave intermittently - which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule.
4. District is required to maintain group health insurance coverage for an employee on FMLA leave on the same basis and terms as it was provided before the leave was taken (i.e. if insurance was paid by district prior to FMLA, then it would be paid by district while employee is on FMLA).
5. District is required to restore the employee to their his/her original job, or to an equivalent job with equivalent pay, benefits and other employment terms and conditions when they return from FMLA.
6. When spouses are employed by the same employer, the employer may restrict total leave taken by both husband and wife to twelve (12) weeks during the year, when that leave is for the birth/adoption of a child or the care of a sick spouse, parent or child. However, each spouse may take twelve (12) weeks leave for a serious health condition involving themselves.
7. Employee Responsibilities: The employee may be required to do the following.
 - a. Give thirty (30) day advance notice of the need to take FMLA leave when the need is foreseeable.
 - b. Provide certifications supporting the need for leave due to a serious health condition affecting the employee or an immediate family member.
 - c. Second or third medical opinions and periodic recertifications (at the employer's expense) may be required.
 - d. Provide periodic reports during FMLA leave regarding the employee's status and intent to return to work.

II C Insurance: The district provides a Group Health Insurance Plan through

Educators Health Alliance which teachers may elect to participate. There are currently four tiers for participation in the insurance program: single coverage; family; policy holder and spouse only; and, policy holder and children only. All plans are \$750 deductible with precertification.

The Board of Education pays for a disability income program for all staff members. Typically this would insure 66-2/3% of the teacher's gross income after 60 calendar days of disability.

II D Teacher Retirement System: A deduction of the percentage of each teacher's income each month is deposited in the State Teacher's Retirement System. This percentage is set by Nebraska State Statute and is currently 9.88%. The school district contributes 101% of the amount that is contributed by the employee. All employees are required by law to belong unless he/she is under 21 years of age and he/she must join when he/she reaches the age of 21. Those employees under 21 years of age may belong to this system if they so desire.

II E 403 (b) Plan: Southern Public School District has long offered a 403 (b) tax sheltered savings retirement plan for employees. New Internal Revenue Service regulations [Treasury Regulation § 1.403(b)-10(b)] have placed added restrictions on how this plan can be administered and are required to be in place no later than January 1, 2011. These restrictions require an Information Sharing Agreement between the "Employer" (Southern Public Schools) and the "Provider" (Financial or Insurance Institute which the employee has a tax deferred savings plan). The district has contacted all current "providers" with an "Information Sharing Agreement" and has set a September 1, 2015 deadline for a returned signed agreement.

The district has contracted with Waddell & Reed, Inc. to be the administrator for the 403 (b) program. As of September 1, 2008, Waddell & Reed, Inc. will be the only choice for new participants. However, if you currently have a plan with another provider, and that provider has signed our information Sharing Agreement, you may continue that relationship with Waddell & Reed being the remitter to your current plan. If your provider does not sign to comply with our agreement, you may transfer your existing plan to Waddell & Reed and continue your elective deferrals.

II F Grievance Policy: Copies of the district's grievance policy are available from the local education association or can be obtained from your principal or superintendent.

II G Pay Day: Professional staff are paid in twelve monthly installments on the 20th day of each month. If the 20th falls on a holiday or weekend, then checks will be dated and paid on the school day immediately prior to the 20th. Teachers new to the district will have the option of 13 salary payments for the first year of employment. The first payment will be made on August 20 of the first year.

II H Lunch Program: Teachers and staff are permitted to eat lunches provided through the National School Lunch Program at the charged adult prices. Adults may also purchase entrees a la carte. The district no longer allows for meals to be charged. Please make arrangements to prepay for any meals. 2015-2016 Adult Lunch Price — \$ 3.40; Breakfast — \$2.05

Foods sold in competition with the National School Lunch and School Breakfast Programs are subject to all federal regulations. Competitive foods allowed by federal regulations may be sold on school premises at the discretion of local school district. Such foods shall not, however, be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch, and lasting until one half hour after the serving of breakfast and/or lunch. State and federal reimbursement may be withheld from schools found in violation of this policy.

- II I Athletic Passes: Each teacher will receive a pass to all home athletic contests, which will admit that teacher and spouse only. The pass does not apply to other family members.
- II J The Daily Session: To give maximum service to the Southern School District #1, teachers will adhere to the following time schedule.
 1. All teachers will be on duty from 8:00 a.m. to 4:00 p.m., except on the last working day of the week, when they will be permitted to leave after dismissal time as designated by school administration.
 2. In addition, teachers may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school in accordance with established policy of the school in as nearly an equal basis as possible.
 3. If teachers wish to arrive later, or leave earlier, than time noted above, they must check with their principal to secure permission by filling out a leave request form.
- 4. Teachers' contracts include a specific number of days of service which includes some days other than school attendance days. They are required to be present during these periods, and absence will be treated as if it were a regular teaching day. Both sick/personal leave and professional leave policies shall be in effect during these periods as well as during the regular school year.
- II K Teaching Certificates: All certificates must be registered by the District Superintendent. The certificate must be registered or evidence of the receipt of the certificate must be made prior to a teacher receiving his/her first monthly pay check. If you have taken additional course work for the purpose of movement on the district salary schedule, an official college transcript with those hours must be submitted to the district office by September 1.
- II L Resignation of Teaching Position:
 - A. Certified Employee Contract Release Policy 408.02 Adopted 7-13-2015

The board of education honors its contractual obligations to its employees and requires them to fulfill their contractual obligations to the school district. The board will release employees from their contractual obligations to teach or perform other services only when there is an exceptional reason to do so (e.g. having a spouse change employment which requires him or her to move to another location where commuting would be impossible or extremely burdensome for the employee or

spouse.) The superintendent, or the superintendent's designee, in his/her unfettered discretion, shall determine who is a suitable replacement for each position based on the criteria that he/she considers appropriate, taking into account such circumstances as are relevant in the case. The board, in its unfettered discretion, shall determine what constitutes an exceptional reason. These decisions will be made on a case-by-case basis and a decision in one case shall not be binding on the board or administration in any other case.

Legal Reference: Nebraska Statutes 79-817 et seq.

NDE Rule 27

Cross Reference: 406.03 Certificated Employee Individual Contracts

Certificated Employee Continuing Contracts

Certificated Employee Resignation

Certificated Employee Retirement

406.04

408.01

408.03

- II M Staff Reduction: Reductions-in-force of certificated staff members may be required due to decreasing enrollments, limited financial support, changing programs, or other changes in circumstances. If such changes occur and a reduction of certificated staff is necessary, the Superintendent shall recommend to the Board of Education those certificated employees to be reduced under the reduction-in-force provisions of the continuing contract laws; provided, however, that no permanent employee may be terminated through a reduction-in-force while a probationary employee is retained to perform a service that the permanent employee is qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area. Due to the special job requirements and working relationship necessary between the administration and Board of Education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the school system.

A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated staff members even if the number or percentage of employment of the certificated staff overall may be increased by other hiring or increases in the percentage of employment of other employees. Reduction in force may result in termination of employment, an amendment to the employee's contract reducing the employee from full-time to part-time status or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment.

The selection of personnel to be reduced shall be made with consideration given to the following criteria, which are not listed in any order of priority: (1)

programs to be offered, (2) areas of certification and endorsement, (3) state and federal regulations which may mandate certain employment practices, (4) special qualifications that may require specific training and/or experience, (5) contributions to activity programs, (6) the organizational and educational impact created by multiple part-time certificated employees, (7) Teacher Evaluation (for the purpose of Reduction in Force, evaluations shall be based on a minimum of one observation each school year of no less than 30 minutes duration. (The attached evaluation form shall be used.) The prior three years evaluations, when available, shall be considered (8) any other reason which are rationally related to the instruction in or to the administration of the school system. (If, after consideration of the above, the board of education judges that no significant difference exists between certificated employees being considered for reduction in force,) then the employee with the longest uninterrupted service to the district shall be retained. Longest uninterrupted service or length of service shall be defined as the number of continuous full-time equivalent years of employment in the district as a teacher. A full-time equivalent year is defined as employment on a full-time basis for an entire school year. Less than full-time employment would reduce the teacher's full-time equivalent employment for a school year. For example, a teacher employed on a half-time basis would be credited with half a year of full-time equivalent employment. A break in service will terminate a teacher's uninterrupted service under this provision. That period of time when a teacher is on a leave of absence shall not constitute a break in service, however, any years of absences or fractions of years of leave of absence will not count as years of employment for the purposes of determining the length of a teacher's uninterrupted service.

Any certificated employee whose contract shall be terminated because of reduction-in-force shall be considered to have been dismissed with honor and shall, upon request, be provided a letter to that effect. Such employee shall have preferred rights to reemployment for a period of twenty-four months commencing at the end of the contract year and the employee shall be recalled on the basis of length of service to the school to any position for which he or she is qualified by endorsement or college preparation to teach. The employee shall, upon reappointment, (be entitled to those benefits set forth in the negotiated agreement.) but (such absence) shall not be considered as a year of employment by the district. Any employee under contract to another educational institution may waive recall but such waiver shall not deprive the employee of his or her right to subsequent recall.

It shall be the responsibility of each certificated employee to file (with the Superintendent of Schools) a copy of said employee's teaching certificate (including endorsements) upon initial employment with the district. On or before March 15th of each year thereafter (for so long as the employee is employed in the school system or has rights of recall) evidence of any changes in said employee's certifications or endorsements which have occurred (since March 15th of the previous year) or are pending shall be filed with the Superintendent of Schools (no later than March 15th of the current year, and if the endorsement has not been filed by such time it will not be considered in a reduction in force) (Likewise, teachers whose employment has been terminated because of

reduction in force should continue to be responsible for filing endorsements and changes of address with the administration).

Any certificated employee whose employment contract is terminated as a result of reductions-in-force shall (during his/her period of recall) report his/her current address to the Superintendent of Schools and shall inform said Superintendent of any changes of address thereafter. If a vacancy in the system occurs for which said employee has rights of recall the offer of such employment may be sent by said Superintendent to said employee within fourteen days of mailing, the employee shall be deemed to have waived his/her rights to recall to said employment.

Employees who are released by reduction in force shall be entitled to five (5) days personal leave for the purpose of job relocation and/or career counseling. Such personal leave must be approved by the Superintendent and building Principal.

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II N Sexual Harassment: Definition: If a person used sexual, vulgar, obscene, or inappropriate (dirty) words, gestures, or actions that make another person feel "uncomfortable" or "unsafe" then it is probably sexual harassment.

Federal and Nebraska School Law make sexual harassment illegal. This includes Title IX of the Education Amendments to the Civil Rights Act, Title VII of the Civil Rights Act, and the Equal Protection Clause of the 14th Amendment to the U.S. Constitution. Sexual harassment is not to be tolerated at Southern Public Schools. If you are sexually harassed then it should be reported to your building administrator or the district superintendent.

If you see sexual harassment by students, it is a time-out or suspensionable offense and you are required to file a report with your building administrator. Such harassment will not be tolerated by the district. Sexual harassment examples are (Use of Male/Female or Boy/Girl are interchangeable):

- * Boys harassing girls. For Example, a boy might say "dirty" things to a girl.
- * Girls harassing boys. For Example, a group of girls might loudly "rate" the appearance of a boy on a scale of 1 to 10.
- * Boys harassing boys. For Example, a boy might call another boy a "sissy" because he isn't good at sports.
- * Girls harassing girls. For Example, a girl might make comments about another girl's body because it is developing slowly/quickly, or uses inappropriate "slang" to describe the girl.

Remember one basic rule ... it's probably sexual harassment if the person feels uncomfortable or threatened as a result of the action, and it doesn't matter what the person/harasser intended.

Other examples of sexual harassment:

- * starting sexual stories or rumors about someone
- * grabbing, touching, pinching, patting, hugging in a sexual way (kissing)

- * calling out “dirty” names or comments about a person’s body
- * passing sexual notes, letters or pictures
- * telling sexual jokes, suggestions or remarks
- * writing sexual graffiti about someone or mimicking in an insulting way
- * threats, insults, whistles, rude noises, or sexual gestures
- * standing in someone’s way, standing too close, bumping into or brushing against a person on purpose
- * pressure to be touched, going together, go on a date, etc.

Flirting/Teasing and Harassment "What’s the difference?" It the same as the difference between friendly “kidding around” and bullying. A person may not be trying to make someone feel the way he/she does, but if that’s how she/he feels, it is sexual harassment. The key is how the person getting the attention feels:

Flirting/Teasing — causes one to feel:

- * good
- * happy
- * treated like an equal
- * in control of what's happening
- * appreciate
- * safe
- * attractive

Harassing — causes one to

- * bad or sad
- * ashamed
- * treated like an object
- * not in control of what's
- * powerless
- * ugly
- * scared

happening

What should tell students to do if they are sexually harassed?

1. Tell the harasser to stop! Misunderstandings happen ... so the first step in stopping sexual harassment is to tell the person to stop! Say it clearly and firmly, “I didn’t like what you did/said, and I want you to stop!”
 - * If he/she stops, it’s probably not sexual harassment.
 - * If he/she keeps doing/saying it, it’s probably sexual harassment.
 If the harassment continues, use any or all of the steps below:
2. Talk to their friends. It will help you feel better and prevents misunderstanding.
3. Write down everything that has happened! Include where it happened, when, and who else was there
4. Avoid being alone with the harasser.
5. Talk to an adult. A parent, a trusted teacher, the principal, or school counselor can help you plan what to do. For example, you can write a letter to the harasser. Describe what happened, how you felt and what you want the harasser to do. Possibly ask the adult to be with you while the harasser reads the letter.
6. Ask their parent to contact the principal. Parents may want to file a formal complaint if the harassment continues.

II O Professional Growth: Professional growth is a responsibility of every certified staff member. Each staff member is expected to be involved in a continuing effort and program of professional growth for the purpose of maintaining and improving performance and proficiency. It is also the purpose of this policy to outline a variety of means by which staff members can accomplish professional growth and development as well as to meet the requirements of Nebraska Revised Statute 79-12.113.

Professional Growth Activities—

1. All certified employees shall provide evidence of six units of professional growth during each six year period as required by Nebraska Statute 79-12.113.
2. The six year period shall begin on September 1 of the year in which the staff member attains tenure and September 1 of each 6th year thereafter.
3. It is encouraged that certified personnel include college credit as part of their 6 year Professional growth plan.
4. Professional Growth Plans shall be submitted to the building principal for review and approved by the Superintendent. It shall be the responsibility of the certified employee to submit professional growth plans for review and approval before participating in a designated activity.
5. It is the responsibility of the certified employee to provide evidence that a given proposed activity relates directly to the intent and purpose of the policy and their individual growth plan. All proposed professional growth activities for certified personnel will be pre approved by their building principal and the superintendent.
6. It is the responsibility of the certified employee to provide evidence of successfully completing professional growth activities before credit is awarded.
7. Activity units which are awarded on the number of hours of participation will be figured by adding up total hours and awarding one (1) unit per every fifteen (15) of approved activity hours.
8. Failure to accumulate six professional growth units within the required six year period may be considered just cause for termination.
9. The following professional growth activities shall be accepted as meeting the Professional Growth requirement.

| Professional Activity | Amount of Credit |
|---|---------------------------------------|
| College or University Course (credit or audited) | One (1) Unit per credit hour |
| Assigned District Inservice and/or Committee Work | .5 units per Inservice/Committee Work |
| Chairperson of Assigned District Inservice and/or Committee | One (1) unit per chairmanship |
| Professional Publication (contributions which are published in a state/national educational journal or on-line) | One (1) unit per publication |
| Professional Travel/Sponsored & Self-Directed (Travel that has direct application to classroom activity) | One (1) week=One (1) unit |
| Professional Meetings (Workshops, Seminars, Clinics, School Visitations) | Fifteen (15) hours = One (1) unit |
| Professional Experience (volunteer work) | Fifteen (15) hours = One (1) unit |
| Service as a Cooperating Teachers for a Student Teacher | .5 units per Student Teacher |

II P Southern Foundation Professional Growth Grant for Teachers — Summer 2016:
 The Southern Foundation has provided at least \$1,000 to set up a Professional Growth Grant for teachers for the summer of 2016. Grant awards may vary from at least one grant of \$1,000 to five grants of \$200. Proposals may be submitted either by a single teacher or by a group of teachers working together on a project. A proposal must a) be directly related to a district goal or instructional initiative be tied to a teacher's individual growth plan and include

the following:

- I. Proposal Overview: Provide an overview description of what you plan to accomplish in your project; how it is tied to your individual growth plan or a district initiative; who is involved in the project (i.e. is this proposal for teachers working together or for one individual); and, how it will impact student learning/instruction.
- II. Proposal Timeline: Provide a timeline overview of your proposal. The intent of the grant is for time spent during the summer months for teacher work on project to improve instruction, but you should indicate when you anticipate any project might be implemented into the school instructional calendar.
- III. Proposal Budget: Provide an anticipated budget of your proposal. Please indicate what activities money is to be spent for (such as: stipend for teacher time; materials; workshop registration; tuition; etc.). It should be noted that your proposal should not require any additional cost to the district in the budget process.

District Instructional Initiatives include:

- a. Integration of technology into classroom instruction.
- b. Assessment literacy and development.
- c. Classroom Instructional strategies.
- d. Curriculum development.
- e. Standards Implementation.

Timeline for Grant Proposal Application:

- a. February 9, 2016 - Application Proposals due to building principals.
- b. February 10 -February 28, 2016 - Foundation committee will meet on proposals.
- c. March 9, 2016 - Southern Foundation will select grant(s) to be funded.
- d. March 16, 2016 - Notification of recipients sent to all applicants.

End Product: To fulfill grant requirements, recipients will need to present a final product or report on their proposal. A summary of the project will be presented to the Board of Education at the beginning of the 2016-2017 school year.

- II Q Employee Drug/Alcohol Rules and Regulations: Prevention, Intervention, and Aftercare. Southern School District #1 recognizes that student or employee use/abuse of alcohol and drugs has a damaging effect on the normal development, well-being and academic performance of the school. Student or employee drug and alcohol involvement negatively influences the school learning environment and diminishes the importance of traditional school-centered behaviors and attitudes. To ensure the safety, health and well-being of all students and employees, the District is committed to the development of a comprehensive program which addresses drug and alcohol issues. Prevention, intervention, aftercare support and disciplinary procedures and essential elements of a comprehensive program.

Thus the purpose of this policy is to provide a clear message to students, parents, employees and the citizens of the community that the use, possession, distribution or being under the influence of drugs will not be tolerated in school, on school property, or during school-related functions. It is important for any reader to understand that compliance to this policy of conduct is mandatory for

all students and school employees. All students and employees will be given a copy of the standards of conduct and the statement of disciplinary sanctions.

The only drugs permitted are prescription medications used appropriately. Southern recognizes that the use and misuse of alcohol, drugs, and tobacco is a common educational concern in our society. The school further recognizes that any and all use of these substances are prohibited to minors by the laws of the state of Nebraska.

1. Prevention and Staff Development—

A. Workshops and inservice sessions will be provided to employees through use of community and area agencies and organizations that provide chemical abuse and dependency services:

Blue Valley Behavioral Health Center
1121 North 9th Street
Beatrice, NE 68310

(402) 228-3386

Youth/Adult Evaluation and
Treatment Center

Lincoln General Hospital
Hospital

1650 Lake Street
Lincoln, NE
1-800-742-7845 - Toll Free
(402) 473-5268 - Toll Call

Alcohol and Drug Abuse
24 Hour Hotline 1-800-252-6465

Beatrice Community
Hospital
4800 Hospital Parkway
Beatrice, NE 68310
(402) 228-3344

Adult and Adolescent
Treatment
Center
Midlands Community

Hwy 370 and S. 48th
Papillion, NE
(402) 593-3749

B. Contact specialists in chemical abuse and dependency

C. Employees will be kept informed of changes in chemical use-abuse policy procedures.

D. Resources and materials will be maintained with at least one purpose being the providing of information on chemical abuse and local services available

2. Intervention—

A. The Southern Public School recognizes all forms of chemical dependencies as illnesses which respond favorably to appropriate treatment.

B. If a chemical dependency or chemical use can be shown to interfere with the ability of an employee to carry out their employment responsibilities in a satisfactory manner, corrective measures will be taken.

C. Administrators and personnel will be alert to behaviors which may be indicative of an employee who is harmfully involved with chemicals. The following behaviors are offered as examples:

1. Excessive absenteeism, especially on Mondays, Fridays and the days before/after holidays
2. Unexcused and frequent absences
3. Wage attachments or other involvement with the law

4. Altercations with other employees
 5. Deteriorating personal appearance
 6. Poor judgment
 7. Moodiness, depression, abrupt or wide mood changes
 8. Increasing complaints or unusual "problems with people"
 9. Tardiness, early departure, lengthy lunch breaks, or frequent absences from assigned work area
 10. Concern expressed by others, such as students, parents, or coworkers
- D. When an administrator or supervisor observes that an employee's job performance is unsatisfactory and suspects that chemical abuse is involved, the following procedures, suggested but not limited to, may be implemented by the administrator:
1. Verbal warning
 2. Written warning which may include:
 - a. possible suspension with pay
 - b. possible suspension without pay
 - c. possible termination
 3. All steps taken and strategies used by the administrator must be documented.
- II R Asbestos Information: Even though our facilities are safe this information is provided to be within all Environmental Protection Agency regulations regarding asbestos. It is important to note that not all friable asbestos-containing material needs to be removed from schools. Past materials found in Southern District #1 buildings have been identified and a program has been implemented to ensure that the material is maintained in safe condition and a regular inspection procedure is underway.
- II S Title IX Notice: It is the policy of Southern School District #1 not to discriminate on the basis of sex in the educational programs, activities, or programs as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with the Title IX may be directed to: Mr. Jeff Murphy, 115 South 11th Street, Wymore, NE or to the Director of the Office for Civil Rights, Department of Education Washington, DC

Part III: Mechanics

- III A Textbooks: When issuing textbooks to your class, a record of the number of the book assigned to each student should be kept. It is advisable to keep a record of the general condition of each book.
- III B Scheduling An Event: Scheduling of all school activities is done through the Principal's Office. Before scheduling, all events must be approved by the principal. Teachers are not to send students to the office to schedule events unless the teacher accompanies the students. (No class or field trips are to be scheduled after March 1)
- III C Lesson Plans: Each teacher should have or develop a syllabus, a guide, or weekly plans for each course or subject. These should be available for use by a substitute teacher or available for examination by the principal upon request. A copy of your lesson plans will be turned in before the start of school on the first

day of each school week.

III DAnnouncements: Announcements are made daily at the secondary building and announcements at the elementary building are published weekly. Procedures on when announcements are due to each office will be given to you by your principal.

III EPreparation For A Substitute Teacher:

1. Due the continuing shortage of substitute teachers in our area, a teacher who is unable to perform their teaching duties in accordance with sick leave policies, must personally contact the principal or designee prior to 6:00 a.m. on the day they will be absent.
2. Furnish a written plan that you wish to have followed, or have up to date plan book available.
 3. Name of textbook(s) used, giving author and have available on your desk.
 4. Be sure to leave a class roll and seating assignments.
 5. A copy of your teaching schedule should also be available.
 6. When possible, please leave all needed materials in the principal's office.

III FTeaching Supplies: Teaching supplies can be requisitioned according to your needs. Supply requisitions are prepared at the close of the school year by all teachers in order to guide the purchase of supplies for the following school year. Principals will set dates when all requisitions are due to their office. Due to budget constraints, it is unlikely that additional supplies will be ordered during the school year. Buildings maintain basically an open storeroom and supplies in stock may be procured through the building secretary. No purchases can be made without pre-authorization and a Purchase Order.

III GAudiovisual Equipment: Teachers have at their disposal a variety of audiovisual equipment and are encouraged to include a good balance of audiovisual activities in their instruction during the school year. Audiovisuals serve as an emphasis and should be put to good use by all faculty members. Do not use them impetuously or as fill-in activities, this will only serve to dull their effect.

III HMail Boxes: The teachers' mailboxes are located in their building office area. Check your mailbox in the morning, at noon, and before you leave. Students are not to pick up mail for teachers. This is to safeguard confidential information placed in a teacher's mailbox.

III IMoney Collection and Purchasing: On occasion it may be necessary for sponsors of an organization, to be responsible for the collection of money. It is important that evidence of the amount of collection be given. In the event that students have something to sell, this evidence should be the article that is being sold or a receipt of the sale in the event it is to be delivered at a later date. If you are an organization sponsor, you are responsible to see that the treasurer of the organization turns in the total. Money is not to be stored or left unattended in the classroom.

III JTeachers' Meetings: Each principal will have regularly scheduled faculty meetings for their building and those dates will be posted on the building's calendar. In the event of a special meeting being required, staff will be notified in sufficient time so you will be able to plan for such. Generally, meetings are scheduled in the

morning before school so everybody will be able to attend. All teachers are to attend all teachers' meetings unless excused by the Principal.

III KWednesday Night and Sunday Activities: No school activities or meetings should be scheduled on Wednesday nights or on Sundays without the permission of the building principal.

III LClassroom Procedure:

1. All property is invoiced to a certain room. You are responsible for everything in your room. Please notify your building office in the event of a loss. All reports must be submitted promptly. Desks should be checked the first day of school and periodically thereafter for any damage.
2. Never leave a group of students unattended unless it is an emergency.
3. Teachers should recognize their responsibility for student conduct, attitude, and appearance in their classroom. Desirable habits of dress and decorum should be encouraged by all teachers. General rules for student behavior are listed in the student handbook. Teachers sponsoring activities where students perform in public have an additional responsibility to see that students represent the school in a favorable manner.
4. Pop and refreshments are not to be taken into individual classrooms except on special occasions which must be cleared through the Principal's office prior to the activity. Students are not allowed to obtain pop from the teacher's lounge.

III MCare of the Building and School Property: District staff work hard in providing a positive and safe learning environment in our facilities. Modernization of buildings has been a long process which will continue over the next several years. Care for school property is a responsibility for every teacher, whether it be in his/her room or any other part of the building. Do not allow pupils to mutilate or deface school property. Check over your equipment regularly and keep it in good shape. Talking over "respect for school facilities and equipment" with your students. Such things as seeing that chairs and tables are straightened are the teacher's responsibility and help custodians keep our buildings in the best condition possible.

III NClass Visitation: Your principal and/or superintendent may visit your classroom periodically. The purpose of such visits will not only be for evaluation, but more importantly for the purpose of improving instruction.

III OCopiers & Printers: Copiers and printers are for school and not personal use.

Individuals who wish to make copies for personal use will be charged at the following rate:

\$.20 per page for Black & White

\$.40 per page for Standard Color (pictures or art work with full range of colors will range from \$.50 to \$1.00 per page)

Teachers are able to print directly to their building copiers. The only printers which the district will support or provide supplies for, either directly or indirectly, are the district laser printers. To log on to the new copier/printers staff members will be issued personal ID numbers which will have to be keyed in, thus allowing for tracking usage. Your ID number should not be shared with others. Student aides will be issued their own ID numbers. Staff members are required

to have their printing option to be set for "black & white", changing to "color" only if such is needed. Printing option of "color" will automatically charge the district for color even if there is no color on the page being printed.

- III P FAX Machine: The district is working to upgrade its faxing capability by utilizing a function on the new copier in the superintendent's office. Faxing is for school purposes and not for personal use. Individuals who wish to send faxes for personal or noon school use will be charged at the following rate: \$ 1.00 for up to three pages (includes cover sheet); \$.25 per page for each additional page.
- III Q Building Security and Staff ID Badges: The district's Safety Committee has worked to continually upgrade and monitor safety concerns. District buildings have digital video recording systems for monitoring purposes as well as motion detectors for non school hours. All staff members will receive ID badges and required to wear them while at school. All staff members are required to have their picture taken on school picture day as that picture will be used on their ID. All staff members are also required to have a copy of their current driver's license on file. Visitors to buildings are required to check in and out at building office to receive a visitors identification badge.

Southern Elementary School will have a controlled access via the main door for all visitors during the school day. Staff members will be issued a card which will allow entrance.
- III R Beeper and Cell Phones: Students are not be allowed to have beepers, cellular phones, or other electronic devices that are interfering with the educational process. Certified and classified staff who have such devices must have them turned off and out of site unless they are specifically required for their particular assignment.
- III S Telephone: The telephones in our schools are for school related business only. Only long distance calls (school business) should be placed through the office and recorded on the sheet by the telephone. If it is absolutely necessary to make a personal call during school hours, it is your responsibility to make sure that the school is not billed for this call. The following telephone prefixes are local and you should not dial them as a long distance call: Land Lines — 223, 228, 674, 683 & 696; Cell phones — 239, 520 & 806.
- III T PowerTeacher Grade Program/Plan Books: The District's PowerTeacher grade program is required for all teachers. Weekly Lesson Plans are required at all levels as outlined by building administrators.
- III U Preparations: Teachers are expected to be with their assigned class at all times. The day should be well planned so that it is not necessary to use the copier, etc., while class is in session. Building supplies are acquired from the school's office according to each principal's procedures.
- III V Attendance at School Activities: It is not imperative that teachers attend all school activities. However, teachers are encouraged to attend as many as possible.
- III W School Vehicles and Student Transportation: When a student, or students ride a school vehicle or a school approved vehicle to a school sponsored function, they

must ride home on that vehicle unless they are released into the custody of their parent or legal guardian under one (1) of the following conditions:

1. The parent or legal guardian (in person) gives a written note to the activity sponsor at the site of the activity.
 2. The activity sponsor has been notified by the principal or superintendent, that the student is to be excused from riding.
- III X Staff Parking: Elementary School: North end of Elementary parking lot.
Secondary School: Lot east of the school building.
- III Y Mileage: Payment for travel for professional purposes is reimbursed by the district at the current government rate. Mileage must be cleared by the building principal before travel is taken.
- III Z Length of School Day: Classes will begin at 8:10 a.m. and dismiss at 3:42 p.m. each day. Students will not be allowed to enter the main building until 8:00 a.m. except by appointment. All students should be out of the buildings by 4:00 p.m. except when engaged in activities or by consent of a sponsoring teacher.
- III AA Before Leaving School Each Evening: Close all windows and turn off all your lights. If outside doors are already locked, be sure they latch when you leave. (The only way to be sure they are locked is to try the doors.) The last group of students in a room each day should pick up any papers, pencils, etc. on the floor and place the chairs upside-down on their desks if appropriate, thus making the cleaning of rooms easier for the custodians.
- III AB Supervision Between Classes: Secondary teachers are to monitor halls between classes and at the end of the school day. To effectively complete this assignment it is necessary that teachers be physically present in the halls.
- III AC Admittance to Class After A Student Absence: Upon returning to school after an absence which has not been prearranged, all students must check into the school office to receive clearance to return to class(es). A record of student absences and reasons for the student's absence is kept in each principal's office. Makeup procedures for absences is set at each building, however under normal circumstances a student is allowed two days to make up work from classes which are missed. Teachers may require students to hand in assignments issued prior to the absence upon the return of the student to class.
- III AD Reporting Absences: The district utilizes PowerTeacher in taking attendance and teachers will report student absences according to the procedures set in each building.
- III AE Teachers' Lounge: The teachers' lounge should be considered a privilege--not to be abused. Please help keep it clean.
- III AF In-School/Out-Of-School Suspensions: Students who receive in-school suspensions will be allowed to make-up work missed from class, as long as it is turned into the teacher or office at the end of the school day. Students who receive out-of-school suspensions may receive full credit for work missed as long as the work is turned in at a time specified by the principal/superintendent.
- III AG Classroom Interruptions: It is unlawful for teachers to be solicited or contacted

by any salesman, agent, or representative during regular school hours without the expressed permission of the Superintendent or Principal (79-1271).

- III AH School Keys: Teachers are issued a key to their building. Keys may not be given to students. If a student must enter the building after school hours, a teacher should accompany him/her and stay until he/she leaves. Students are not to be given the responsibility of turning off lights or locking doors after the sponsor has left. The replacement of lost keys or the rekeying of a building due to lost keys will be done at the expense of the person who the key has been checked out to.
- III AI Building Security and Staff ID Badges: The district's Safety Committee has worked to continually upgrade and monitor safety concerns. A digital video recording systems has been added in each building. All staff members will receive ID badges and required to wear them while at school. Visitors to buildings are required to check in and out at building office to receive identification badges.
- III AJ Tornado Drills: Procedures for a course of action to be taken during a tornado warning will be announced to the students and practiced by everyone. The designated areas are places in the school buildings which we have been advised to use by state and local Civil Defense personnel.
- III AK Fire Drills: Periodically, buildings will be entirely cleared for fire drill purposes. All students are to exit the building during these times. Teachers are to review the exit procedures from their assigned rooms with their students during the first day of classes and periodically during the school year. All teachers are to take their grade book or class rosters with them during any drills. Students who are not in your class during this time need to report to your gathering area. Teachers must know the area where students were to be if they were not in the immediate supervision of the classroom teacher. This needs to be reported to administrative personnel or staff monitoring the drill of emergency.
- III AL School Dismissal - Severe Weather: The Superintendent will have the authority to call off or delay the start of school in the event of severe weather. Public announcement of school closing will generally be made over KWBE radio, KOLN/KGIN-TV Channel 10 and the district homepage. In addition the IRIS instant calling program will be utilized by the district and your school to notify staff of non scheduled late starts and school closures.

Note: Unless otherwise notified, in the case of a delayed start teachers are to report to school at the regular starting time for school. School days missed due to weather will be made up.
- III AM Medication: Southern District #1 schools believe that the responsibility for prescription, possession, and administration of a student's medicine lies with the parent and physician. However, the school also recognizes that certain situations may occur in which it is necessary for medicine to be administered to a student during the regular school day.

Since we are seeing an increased amount of medication coming to school with the students for their safety and the safety of the students with which they come in contact, we ask the parents to comply with the following regulations:

1. Prescribed medication and other over-the-counter or nonprescription medication are to be taken directly to the office along with instructions for use by the parents. Medication should be accompanied by a signed note from the parent/guardian with instructions and authorization for its use.
- III AN Early Dismissal Prior to Vacation: Teachers are permitted to leave once students have left their building.
- III AO Changes in Registration: Students are assigned to classes by the building principal and changes in that assignment are only made by the principal and/or guidance counselor.
- III AP Secondary Coaches, Music Director, Dramatic Coaches, Etc.: It seems that the majority of the complaints received by the administration involving extracurricular activities are largely due to the fact that these activities are constantly in the limelight where patrons can more closely observe the activity compared to a classroom where it is very difficult to tell what is actually taking place. The following guidelines are intended to help you avoid problems in supervising activities:
- a. Whenever a teacher is in charge of a group of students he/she shall arrive at school at least 5 minutes before the students are to arrive, and remain until all students have left the building. Locking the door is the sponsors responsibility. Coaches and sponsors are to ride to and from the activity with the students, unless other arrangements have been made with the Principal.
 - b. Students are to be given an adequate chance to display their ability before they are cut from an activity. In athletics, no underclassmen are to be cut from the Junior Varsity team unless it is for disciplinary reasons.
 - c. With the exception of music, Junior High students are not to participate in high school extracurricular activities.
 - d. Letter awards are purchased and presented by the school to those who have earned them.
 - e. All bills must be paid promptly. Any purchases by students must be paid for in advance. Staff not adhering to this policy may be held liable for student expenses and disciplinary actions.
 - f. Coaches are to develop their own training rules which must be approved by the principal and superintendent. Be sure that all athletes understand the rules and know what is expected of them, then enforce them.
 - g. Any incident or injury which may later cause criticism toward you or the school should be immediately reported to the administration so that the administration will have knowledge of the incident if a complaint is registered.
 - h. All major purchases must be cleared through the administration. Unauthorized purchases may be charged to the teacher or sponsor.

IV Student Management

- IV A Teacher-Pupil Relationships: The teacher should be courteous, just and professional in all relationships. Desirable ethical standards require cordial

relations between teacher and pupil, home and school. Great care should be exercised by the teacher not to interfere between other teachers and pupils. Every teacher should feel a personal responsibility for the welfare of the boys and girls in our schools.

All teachers should assist where cooperative discipline is needed. Every teacher represents a unique personality in the classroom, likewise, every teacher should appreciate and respect the individual personality of every boy and girl in his/her classroom. Every teacher is urged to be consistent in requirements of work and discipline. Act as an adult, command respect, and be considerate of the problems of your students. A capable teacher can be friendly, helpful, and broad minded in activities with his/her group, and at the same time be accepted with dignity and respect.

- IV B Discipline: Classroom discipline is primarily the responsibility of the classroom teacher. A teacher sometimes wonders what he is to expect from students in terms of dress, behavior, attitude, etc. There is no definite answer to this, but in general, dress and behavior are extreme if either distracts from the education of other students. It is sometimes a mistake to make an issue out of dress as most fads come and go.

More teachers fail because of inability to control children than for any other cause. Without discipline there is no teaching. Being too easy with the students does not win respect for the teacher. You may be easy on the students because you want them to like you, but students will have respect for you if you make them abide by the rules. The strongest disciplinarians are usually the best liked teachers. Most discipline problems arise because of lack of motivation on the part of the teacher. To get to the root of the problem, if you have any, keep the student occupied and keep their interest up, and your troubles will vanish. Teachers should make a conscious effort to cause each pupil to sense the spirit of success.

What you do the first day of school, too, has a bearing on the situation. If it looks to the student as if something is going to get done, they will go along with it, and their enthusiasm will take root that day. It is important to remember that teachers have the responsibility of supervision at all times. If you are constantly annoyed by discipline matters, your principal is ready to advise and help you, and will assist you by giving suggestions and ideas. But, remember, you must face your class alone, and some of the problems alone. It is imperative for your own feelings of success and satisfaction that you handle most of your own difficulties. Too much reliance on the Principal will weaken you in the sight of your students.

School morale can be maintained better if students see teachers at activities and other school events. Generally, the teacher who displays an interest in the total school life of his/her students, doesn't have discipline problems. Students have a deeper respect for teachers if they know that the teacher is concerned about more than just the "three R's".

Self-discipline is one of the educational objectives of the school. This includes training youth for participation in adult life by giving him/her responsibility according to his/her ability.

The philosophy on discipline may be characterized by such beliefs as: Every teacher is responsible for the discipline of the individual. Students as a group are responsible for the discipline of the individual. Teachers should set examples in the matters of honesty, fairness, kindness, orderliness, and industry. Teachers should make a conscious effort to cause each pupil to sense the spirit of success.

- IV C Hall Duty: Teachers have the responsibility to supervise the halls outside their classroom doors before school and during passing times at the secondary level. Teachers should also assume responsibility for supervision of students at all times at school functions or activities as well as in any part of the building.
- IV D Leaving The Building: Every student must get a permit from the Principal's Office to leave the building during school hours. Only students accompanied by a staff member or parent/guardian may leave without a permit. Caution should be used in releasing pupils into the custody of strangers. If this should occur please inform the Principal's office at once and parents will be notified.
- IV E Accidents or Illness of Students: Teachers will report immediately to the administration all accidents or sudden illness on the part of a student even though the student does not find it necessary to leave school. If the latter is necessary, the administration will make arrangements to get the student home. Accident Report forms are available for the reporting purpose.
- IV F Hallway Passes: Each building principal will set procedures on hallway passes for their building. The student is to go directly to the area indicated. The supervisor of that class, or the library should request a pass from the student as he/she enters the area. Teachers must keep a list of students leaving class including time left and place where the student is to go.
- IV G Suspension and Expulsion: The Southern School District's policies regarding student suspension and expulsion are in compliance with state statute. The Board may authorize the emergency exclusion, short-term or long-term suspension, or expulsion of any pupil from school for conduct prohibited by the Board's rules and standards as long as the action shall comply with the procedures required by this act. The superintendent and Principal have the authority to suspend or exclude a student for up to five (5) days on the following grounds:
 1. Using violence or threats.
 2. Willfully damaging property or stealing.
 3. Causing or attempting to cause physical injury to a school employee or student.
 4. Threatening or intimidating a school employee or student.
 5. Knowingly possessing or handling an unauthorized weapon in an unauthorized manner.
 6. Unlawfully possessing, selling, dispensing, or using a controlled substance of alcoholic liquor.
 7. Engaging in unlawful activity if it poses danger to others or interferes with the school process.
 8. Gross disrespect or insubordination toward a school employee.
 9. Possession, distribution, or use of tobacco on school property or at a school sponsored event.

10. Unsportsmanlike conduct involving visiting teams, representatives of other schools, or guests of the school.
11. Excessive or chronic absenteeism.
12. Continuing behavior that interferes with class work or the activities of the school.
13. the student has a dangerous communicable disease transmittable through normal school contacts that poses an imminent threat to the health or the safety of the school community.
14. The student's conduct presents a clear threat to the physical safety to himself, herself or others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the rights of other students to pursue an education.
15. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent alleging that a student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexually assaults which occur off school grounds not at an educational function or event. For the purpose of this subdivision, sexual shall mean sexual assault in the 1st degree and sexual assault in the 2nd degree.

In the case of a short term (up to 5 days) suspension, the Principal will investigate the facts of the situation, the student will receive written or oral notice of the charges and the reason for suspension, the student will be told the basis of evidence that supports the decision, the student will be given a chance to present his/her version of the story, the parents will be notified by phone or in writing within 24 hours. The Principal may require a conference with the parents before or at the time the student is readmitted to school.

The Superintendent or Principal have the authority to impose long term (6-20 days) suspension in extreme cases of the above named violations. The Superintendent shall be notified in writing of any long term suspension, and the parents shall be notified by certified mail. A hearing shall be held before long term suspension can be invoked if the student or parents desire it.

Expulsion shall be imposed only by the Board of Education, upon the recommendation of the administration. A hearing shall be held to comply with the laws of the State of Nebraska.

IV H Corporal Punishment: Nebraska state specifically prohibits the use of Corporal Punishment.

IV I Dress Code: Certified staff should dress as being part of a profession. Staff dress behavior reflects directly upon the district, community and profession. If staff dress is inappropriate or fails to show proper care for themselves by their attire, then it becomes difficult to expect students to dress appropriately for school.

Students should come to school clean in his/her personal grooming and dress. All students should take pride in their personal grooming. An individual's dress, personal appearance and cleanliness, like his/her behavior, should reflect a sensitivity to and respect for others. Good appearance stimulates good behavior and proper clothes encourage self-confidence. Appearance which is disruptive

to the educational process or endangers the safety or health of self or others is not allowed. Students are expected to abide by the dress code outlined in their building's student/parent handbook.

Recent court decisions have identified and clarified the rights of individuals in public school. It is clear that the wearing of any clothing which disrupts the educational process is prohibited. For example, if an instructor decides that an article of clothing bears a message that any student in the class would find objectionable, or that the instructor finds objectionable, then the educational process has been affected. The student may be asked to discuss the situation with building administration.

V Grading System/Honor Roll

- V A Grading System: Teachers will be utilizing PowerTeacher for recording grades. All teachers will be responsible for utilizing the Grading Program on PowerTeacher. The board has provided for PowerBooks for each teacher so that grades can be recorded directly into the program.

Grading scales are set at the building level and will given to you by your building administrator. The Southern grading system (Grades 3-12) is based upon percentage. Percentage grades relate to letter grades as follows:

| | | | |
|----------|----|------------|----|
| 99-100 | A+ | 90-92 | B+ |
| 96-98 | A | 87-88 | B |
| 93-95 | A- | 85-86 | B- |
| 83-84 | C+ | 75-77 | D+ |
| 80-82 | C | 72-74 | D |
| 78-79 | C- | 70-71 | D- |
| 69/below | F | Incomplete | I |

An incomplete may be given when a student's work for the marking period is not complete. Unfinished work must be completed according to guidelines established by the teacher and the administration. Failure to meet the guidelines may result in a failing grade.

- V B. Honor Roll and Academic Awards: Honor Rolls and academic awards are set at the building level and will be given to you by your principal.

VI Extra Duties

Schools are so organized that they require much attention and supervision from those who are charged with their operation. There are of a necessity many details and chores in connection with its manifold activities and responsibilities. These chores and details are not at all professional in nature. They do not appear in teacher contracts. Yet they are there to be performed in order for a school to run successfully. It is urged, therefore, that each of us assume our share of these tasks, "walk the extra mile" as it were, and get the job done.

Principals have the responsibility for setting supervision schedules and it is expected that each teacher assume his/her responsibility; our reward will come in the feeling of satisfaction for having accomplished a mission over and above

the call of duty.

Secondary Lunch Duty: At least two teachers will be assigned noon duty each lunch mod. These two teachers are expected to share the responsibility for noon-supervision equally. This assignment was made instead of a class or study center to allow staff to have an uninterrupted 30 minutes for lunch.

1. Supervise students in the lunch line.
2. Place themselves so that each can monitor student activities in the cafeteria.
3. Monitor students in the "commons area" and vicinity.
4. Maintain an environment which promotes good citizenship characteristics for students.

VII Public Relations

Public relations is important. It is especially important for Superintendents and Principals to consider, but it is also important for teachers. Only you can have good public relations. Always remember: The best public relations medium is not the newspaper, not TV, not radio — it is the teacher and pupil relationship. You--and only you--have the control of that relationship. You--and only you--can create good public relations with the pupils in your care. Have a good relations in this area, and you will have rapport with the community, too.

The best news medium available to our school is the area paper, "The Wymore Arbor State." Keep the public informed of what you are doing in your area by writing a news item for it often. Get these items into the office by Friday noon or directly to the editor.

Teachers should also utilized the district web site for sharing classroom news with the community.

Parent-Teacher conference is another opportunity by which you can sell yourself to the community. Parent-Teacher Conferences are scheduled at the end of the first reporting period. Patrons appreciate these conferences, and there is excellent parental cooperation.

We will strive to do a good job with these conferences; it is an excellent opportunity for each teacher to do a public relations job.

VIII Special Education Meeting/Parent Notification Procedure

Initial Placement

1. Parent(s) notified to setup a meeting for initial placement in a Special Education program. First notice and consent form sent home for parents to sign/date and return to SpEd staff.
 - a. SpEd teacher must contact parent by phone or in person and then followed up with letter.
 - b. The parent must have minimum of ten (10) days to return consent form.
2. Second notice sent after then (10) days of the first notice being sent and no response having been received.
 - a. Second Parent Consent form sent by registered mail to sent a scheduled meeting date & time.

- b. This meeting is set ten (10) days after that which was set for the first meeting date.
3. If the parent(s) fails to respond to the meeting requests for placement into a program after the second notification, the student may be dropped from the referral process.

Three Year Evaluation

1. Parent(s) notified to setup a meeting for the Three Year Evaluation in a Special Education program. First notice and consent form sent home for parents to sign/date and return to SpEd staff.
 - a. SpEd teacher must contact parent by phone or in person and then followed up with a consent letter.
 - b. The parent must have minimum of ten (10) days to return consent form.
2. Second notice sent after then (10) days of the first notice being sent and no response having been received.
 - a. Second Parent Consent form sent by registered mail to sent a scheduled meeting date and time.
 - b. This meeting is set ten (10) days after that which was set for the first meeting date.
3. If the parent(s) fails to respond to the meeting requests for a Three Year Evaluation after the second notification, the multidiscipline team will continue without the parent(s) present.
4. SpEd teacher contacts the parent(s) via phone or mail of the results of the meeting and extend an invitation to the parent/guardian(s) to discuss results.

Annual IEP Meeting

1. Parent(s) notified to setup a meeting for annual IEP. First notification sent home for parents to sign/date and return to SpEd staff.
 - a. SpEd teacher must contact parent by phone or in person and then followed up with letter.
 - b. The parent must have minimum of ten (10) days to return consent form.
2. Second notice sent by registered mail for a second scheduled meeting date and time.
 - a. This meeting is set ten (10) days after that which was set for the first meeting date.
3. If the parent(s) fails to respond to the meeting requests for the IEP review after the second notification, the IEP team will continue without the parent(s) present.
4. SpEd teacher contacts the parent(s) via phone or mail of the results of the meeting and extend an invitation to the parent/guardian(s) to discuss results.

IX Acceptable Use Of Technology, Software, Data Files Policy

- A. It is the policy of Southern Public Schools that all staff and students should adhere to all laws and policies governing the use of computers. These include but are not limited to copyright laws, rights of software publishers, license agreements, and students' rights to privacy as created by federal and state law.

School district personnel shall not have access to student and/or personnel records unless specifically authorized or permitted by law. Electronic files,

computer programs and software containing personnel records are subject to the rights of privacy created by Nebraska statute.

Electronic files, computer programs, and software containing student records are subject to the rights of confidentiality created by the Family Educational Rights and Privacy Act, Individuals with Disabilities Education act, and Nebraska statute.

Students of Southern Public Schools have use of district computers for the Internet for educational purposes. To gain access to the Internet, students must obtain parental/guardian permission and must sign and return all required forms. Access to the Internet will enable students to explore thousands of libraries, data bases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

As much as possible, access to district information resources will be designed in ways which point students to those information sources that have been evaluated prior to use. While students may be able to move beyond those resources to lists of resources particularly suited to the learning objectives.

Students may pursue electronic research with or without staff supervision only if they have been granted parental or guardian permission and have submitted all required forms. Permission is not transferable and may not be shared.

The following actions, while using district computers, computer networks, software, and/or data files are strictly prohibited:

- | | |
|--|---|
| * Sending or displaying offensive messages or pictures. | * Using obscene language. |
| * Harassing, insulting or attacking others. | * Damaging computers, computer systems or networks. |
| * Leaving workstation in an untidy condition | * Violating copyright laws. |
| * Using others' passwords. | * Intentionally wasting limited resource. |
| * Using programs brought from home without permission. | * Employing the network for commercial purposes. |
| * Other violations deemed unacceptable by the general standards of our community and school. | * Trespassing in others' folders, work or files. |

- B. Computer and Internet Rules: Staff and students are responsible for good behavior while using school computers and computer networks. Communications are often public in nature; general school rules for behavior and communications apply.

Computers and computer networks are provided for staff and students to conduct research and communicate with others. Independent access is provided

to students who agree to act in a considerate and responsible manner. Parental permission is required for students to have access privileges. Access is a privilege, not a right. Access entails responsibility. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.

Computers and computer storage areas may be treated like school lockers. Appropriate staff members may review files and communication to insure that users are using the system responsibly. Users should not expect that files stored on district computers and/or servers will always be private. The district reserves the right to have access to all computer programs, including any software programs, data files, and/or creations of any description that reside on district computers and/or storage media. District computers, programs, software, and networks are for educational use only. If a student or staff member used a non-district computer in a manner which provides unauthorized access to or affects networks or information contained or stored in a district computer, this policy shall be deemed to have been violated.

- C. Student eMail Use: Students are prohibited from using or accessing eMail sites from teacher computers during the school day. Students may be allowed to access the eMail in the Media Center and in the Computer Lab located in room 104 providing they adhere to the rules which are established in these two areas. Failure to follow the guidelines established or misuse of the eMail connection may result in the suspension or revocation of a student's Internet License. Additional sanctions which may include suspension or expulsion from school can result according to the guidelines of the school district.

Sanctions:

- * Violations may result in a loss of access.
- * Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
- * When applicable, law enforcement agencies will be notified.

- D. Teacher Use of Technology: The Southern School District's computer equipment and network primarily are intended to be used by employees to conduct day-to-day work functions. However, employees may engage in light personal use under the discretion of the administration. Employees are prohibited from using the district's computer equipment and network for personal or private financial gain, and for promotion of political purposes.

Southern Public Schools recognizes the value to our students of incorporating technology into the fabric of classroom life. To facilitate the learning of students our teachers must be aware of the uses of technology and be comfortable using it in the classroom. To this end teachers are encouraged to use their classroom computers at home. Staff members are reminded that as professional educators they are expected to not use the district's technology in any manner that would interfere with the district's mission of the integration of technology into the learning process for students and utilizing such for administrative efficiency.

Teachers are encouraged to explore and experiment with a wide variety of applications. Such practice leads to increased familiarity with uses of technology

to the benefit of students. Teachers are encouraged to use e-mail and the internet for instruction, but are reminded that school technology are the property of the district and may be monitored by the district. As professionals, all staff members must maintain the highest ethics in the use of technology. Staff members are reminded that the district's Acceptable Use Policy applies to staff and students alike.

Other audio visual or technology equipment may be checked out by Southern employees for special school related projects or activities with the permission of their immediate supervisor. However, the use of school equipment for personal gain or profit making ventures is prohibited by the Nebraska Accountability and Disclosure Law.

Wellness and Nutrition Guidelines

Southern School District 1 promotes education and activities which are designed to foster healthy lifestyles which are essential for students to achieve their full potential. The district will maintain a Wellness Subcommittee of its Curriculum and Americanism Committee to develop and monitor its Wellness and Nutrition Guidelines. Such guidelines for wellness and nutrition have the following four main components:

1. Nutrition Standards. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and ability to learn.

(a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's Student Lunch/Breakfast Program or contracted vendors. Menu and product selection will utilize student, parent, staff and community advisory groups whenever possible.

(b) Student Lunch/Breakfast Program policies and guidelines for reimbursable meals will not be more restrictive than federal and state regulations require.

(c) A la carte offerings to students will be nutritious and meet federal recommended guidelines and will be selected with input from students, parents and staff.

(d) Vending Machines.

1) Southern Public Schools has not provided snack vending machines for student consumption. Any such snack vending machines which might be installed in the future will provide only single serving snacks that meet at least two, with at least 50% of the items meeting three of the following: 300 or fewer calories; six

grams of fat or less, one or more grams of fiber, at least 10% of RDA of calcium, iron, vitamin A or vitamin C.

2) Vending machines where student meals are served or eaten will not include carbonated beverages to be sold during the school day.

3) All beverage vending machines in secondary school public areas and all faculty/staff areas at school and district sites will include:

- a. water
- b. 100% fruit juice
- c. non-carbonated drinks with less than 150 calories per container
- d. no more than 1/2 of the choices will be carbonated drinks

4) The beverage vending machines may also include:

- a. non-fat, low-fat, plain or flavored milk or yogurt in 16 ounces or less servings
- b. other non-carbonated drinks

(e) Food sales by organizations outside of normal school hours such as concession stands and bake sales will be exempt from the requirements of these regulations.

(f) Nutrition services will support classroom activities for all elementary students that include hands-on applications of good nutrition practices to promote health and reduce obesity.

2. Nutrition Education. Nutrition education and healthy living skills will be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

(a) Southern Public Schools will provide for an interdisciplinary, sequential skill-based health education program that includes nutrition education based upon National standards and benchmarks for all grades.

(b) Students will have access to valid and useful health information and health promotion products and services.

(c) Students will have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

(d) Students will be taught communication, goal setting and decision making skills that enhance personal, family and community health.

3. Nutrition Education and Promotion. Southern Public School District aims to teach, encourage and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

(a) Is offered at each grade level to all students, including those with disabilities, special health care needs and in alternative education settings;

(b) Is encouraged in not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

(c) For the elementary classrooms, the following topics are encouraged: proper hand washing; importance of drinking adequate water; food groups; trying new foods/importance of eating a variety of foods; feeling full and chewing thoroughly; serving sizes; relationship of food intake (energy intake) and physical activity (energy output); nutrition facts label reading; choosing healthful foods using cafeteria meals; foods that contribute to body health and foods that contribute to poor health, including oral health, healthy body image, agricultural origins of common foods; basic food preparation skills, and basic food storage;

(d) For the junior high and high school classrooms, the following topics are encouraged: basic food safety (preparing, cooling, reheating); basic nutrient requirements; relationship of nutrients in food to good health and long term risks of unhealthful food selections; dietary guidelines and personal eating plans; importance various cultures; balanced and unbalanced meals in the student's own eating pattern, evaluating fad diets and healthful ways to lose/gain weight; eating disorders and evaluating health claims on food labels;

(e) Administrators will inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students

(f) Enables teachers to secure recommended nutrition resources in adequate quantities for their students and;

(g) Enables teachers to access nutritional resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education Nutrition Services website.

4. Physical Education and Activity. Physical education and physical activity will be an essential element of Southern Public Schools instructional program. The program will provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

(a) Physical Education Program. The physical education program will be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program will consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

(b) Students will be supported in setting and meeting personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

(c) Students will be provided varied opportunities for enjoyment, challenge, self-expression and social interaction that will lead to a physically active lifestyle.

5. Other school-based activities designed to promote student wellness:

Healthy and Safe Environment. Southern Public Schools promote a healthy and safe environment for all, before, during and after school. Safer communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- (a) School buildings and grounds, structures, buses and equipment shall meet all current health and safety standards, including environmental air quality, and be kept inviting, clean, safe and in good repair.
- (b) Schools and district offices will maintain an environment that is free of tobacco, alcohol and other drugs.
- (c) Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- (d) Each work site, school and classroom will work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

6. Social and Emotional Well-Being. Southern Public Schools will promote programs and services that support and value the social and emotional well being of students, families and staff build a healthy school environment.

- (a) The district will provide a supportive environment that includes guidance, counseling, and school social work services that encourages students, families and staff to request assistance when needed and links them to school or community resources.
- (b) Students will be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others.
- (c) Students will be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- (d) Students and staff will be encouraged to balance work and recreation and helped to become aware of stressors which may interfere with health development.

Health Services. Southern Public Schools will provide an effective health care delivery system that promotes academic achievement by providing a broad scope of services from qualified health care providers will improve the mental and physical health of students and staff.

- (a) Primary coordination of health services will be through a trained school health care practitioner with the support and direction of the school district and the Nebraska Department of Health and Human Services.
- (b) Southern Public Schools will collaborate with community health liaisons and resources to promote health and wellness for students, families, staff and community.
- (c) Southern Public Schools will provide a coordinated program of accessible health services to students and staff which will include

violence prevention, school safety, communicable disease prevention, health screening, community health referrals, and immunizations, parenting skills, first aid and other priority health education topics.

7. Family, School and Community Partnership. Long term effective partnerships improve the planning and implementation of health promotion projects and events within each school and throughout the community.

- (a) Family, student and community partners will be included on an ongoing basis in school and district wellness planning processes.
- (b) The equality and diversity of the school and district community will be valued in planning and implementing wellness activities.
- (c) The Southern School District will continually develop and maintain community partnerships as a resource for school and district programs, projects, activities and events.
- (d) The Southern School District will actively develop and support the engagement of students, families and staff in community health enhancing activities and events at school or throughout the community.

8. Public Notification: Southern Public School District will provide information on the implementation of the school wellness policy through school newsletter and school website and in-service educational programs.

9. Monitoring and Evaluation: The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.

- (a) The elementary and high school principals or designee will ensure compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee.
- (b) School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent.
- (c) The Superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies based on both elementary and high school input. That report will be provided to the school board and also distributed to the wellness team, school principals and school health services personnel in the district.
- (d) The district will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.