

**YORK ELEMENTARY SCHOOL
STUDENT-PARENT HANDBOOK
2016-2017**



York Elementary School

**1501 Washington Avenue
York, Nebraska 68467
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**STUDENT-PARENT HANDBOOK
OF YORK ELEMENTARY SCHOOL
2009-2010
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Foreword

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

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

Article 1 – Mission and Goals

Section 1 School Mission Statement

Welcome to York Public Schools. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

Section 2 School Calendar-On website

Section 3 Goals and Objectives

The goals and objectives of the York Public Schools are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.

3. **Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.**
4. **A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.**
5. **Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.**
6. **Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.**
7. **A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.**
8. **A school system that demonstrates accountability to the school community. School staff periodically assesses and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.**
9. **School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and**

- furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.
 11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
 12. A welcoming environment for parents and the community.
 13. At York Elementary School, we are committed to seeing that every student, every day, learns and grows and feels like a real human being. The procedures in this handbook are meant to ensure that we meet that commitment in a safe, secure environment.

Section 4 Mutual Respect

The York Public Schools expects every staff member and student to be treated with courtesy, respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

Section 5 Complaint Procedures

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

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

2. Conditions Applicable to All Levels of Complaint Procedure

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

Article 2 – School Day

Section: Entering the Building

- Children not being transported to school by school bus should not arrive at school in the morning before 7:30 am.
- All outside doors will remain locked at all times with the exception of the front east doors. The front doors will be open from 7:30-8:25 a.m. on Monday-Friday. At 8:30 a.m. each day these doors will be locked.
- Safety and supervision of the playground are not provided before school. Students who are planning to participate in the school's breakfast program should arrive no earlier than 7:50.
- Breakfast is served from 7:50-8:10.
- Students arriving between 8:05 a.m. and 8:15 a.m. should go directly to the gym, unless they are eating breakfast.
- Students arriving late (after 8:25 a.m.) are to go to the office for a late slip.
- Students that are dropped off at school will enter the school through the front east doors.
- Students that ride the school bus in the mornings will be let into the north gym doors by a YES staff member or a designee.
- Anyone that needs to enter the building will need to approach the east facing front doors and there they will access the buzzer & video monitor system. This system will alert office staff that someone needs to enter the building. Once visitors have identified themselves and have been allowed to enter the building they will need to check into the office.
- Visitors will be required to sign in and wear a visitor's badge if they plan to stay in the building.

Section 2 Dismissal

Students are expected to go home as soon as possible after dismissal at 3:25 p.m. or check into the after school program. Supervision is provided for fifteen minutes after dismissal. After 3:40 p.m., students will be sent to the afterschool program; this program will run from 3:25-5:30 on designated days. The school and school grounds are not supervised for children's safety after 3:40 p.m. Children are not to be on the playground after 3:25 p.m.

In order to attend the after school program, students must be preregistered.

Parents and other adults that are picking students up at dismissal time are encouraged to wait outside of the building.

Section 3 Bicycles, Scooters, Roller Blades and Wheeled Shoes

Students in grades 2 through 5 are welcome to ride bicycles to school. Students in kindergarten and first grade are discouraged from riding bicycles to school, in the interest of safety for the child. Students are to walk bikes on school sidewalks; one exception is the six foot sidewalk south and west of the "Y" south of the 3-5 playground. All bicycles are to be placed in the bike racks upon arrival and remain there until dismissal. Bikes should be walked to the bike racks and

should not be ridden on school grounds. Students who do not adhere to safety rules will be asked to leave their bikes at home. It is recommended that bikes be licensed with the City of York. Students are encouraged to use bike locks at school.

Scooters, skateboards and roller blades or wheeled shoes are discouraged at school. They must be left outside in the bike racks if ridden to school.

Section 4 General Building Safety

Parents and others transporting students to and from school are encouraged to identify a pick up - drop off point which does not expose the student to dangerous traffic movement. Walking students are encouraged to walk the shortest and safest route to and from school.

The kindergarten loop north of the building is for pick up of kindergartners only. Kindergartners accompanied by older siblings should be picked up in the front of the building or another alternative pick up point. The north parking lot and bus loop are reserved for bus traffic; no students should be picked up or dropped off in that area.

The southeast loop is for picking up and dropping off any student. Please pull to the inside (right) lane; students will not be allowed to go to vehicles stopped in the passing lane. If you are entering the building, please park in the parking lot; parents of handicapped students may be picking up their students during school hours, and they need access to the inside (right) lane.

Some parents pick up and drop off their students on 14th Street between Pennsylvania and Indiana or between Wisconsin and Washington. Other parents circle around the cul-de-sac on Washington and park on the west side of Washington, or use the 16th and Pennsylvania location.

It is imperative for the safety of everyone that we are not asking/allowing students to cross any streets to get to cars. We have busses and kindergarten parents driving to the back of the building, and cars picking up in the front of the building need to remain diligent in their efforts to be safe.

YES Staff members will be out front and in the kindergarten loop to help direct students and parents. Everyone, parents/guardians, staff members and students are expected to follow the process and be respectful of the rules that have been. We all want our children to be safe.

It is assumed by the school that either parent or either parent's designee may pick up a child after school, unless a court order that specifically prohibits an individual from picking up a child is on file in the school office.

Section 5 Picking Up Students During School

When someone other than a parent is going to pick up a student during school, a note should be sent by the parent to the teacher. Adults picking students up during school are to sign the student out and in. There is a register in the office

for this purpose. It is assumed by the school that either parent or either parent's designee may pick up a child from school, unless a court order that specifically prohibits an individual from picking up a child is on file in the school office. If you desire greater security, you may give the office staff the last four digits of your social security number, to be used when you call to change a pickup situation.

Section 6 Requests to Contact Students

Any person, other than a school employee, who comes to school to talk with or remove a child, must first obtain permission from an administrator before contacting the student. Permission shall be granted if there is a clearly valid reason and if there is no court order to the contrary on file at the school. Ordinarily, such contacts will be restricted to parents of the student, close adult friends of the family when an emergency exists; the family's designated emergency contact person, or a law enforcement official.

Any visitor wishing to see a student must stop at the school office and notify the secretary of his/her presence in the building.

The school will use extreme caution when excusing students from school during the school day. Parents should instruct students never to leave school with a stranger. If a stranger does call for him/her it should be reported to the school administration immediately.

Section 7 Visiting School

Parents and grandparents are encouraged and welcome to visit school. Anyone wishing to visit a classroom will need to contact the student's teacher and set up a visitation date and time. Visitors are expected to report to the office upon arrival at school, sign in and receive a name tag before going to the classroom. A visitor will be recognized and introduced by the classroom teacher either upon entering the classroom or at an appropriate break in classroom activity. If a visitor wishes to join a student for lunch he/she will need to check into the office prior to going to the lunch room.

Section 8 Rights of Non Custodial Parents

The school will honor any and all current court orders regarding access of a non-custodial parent to information about a student. A copy of the court order must be on file at the school. The school will abide by the custodial parent's directions as to who may pick the student up from school or whether the student should walk or ride a bus home.

If there is no court order to the contrary, non-custodial parents may be scheduled for a parent teacher conference; they may visit the student in his/her classroom for short periods several times during the school year; they may pick them up from school, they may have lunch with the student in the lunchroom; they may accompany the student on field trips when parents are able to go along and with prior arrangement between the custodial and non-custodial parent.

When requested, non-custodial parents will receive progress reports, classroom newsletters and school newsletters unless prohibited by a current court order.

Section 9 Late Dismissals

Students may be asked to remain after school to meet with a teacher. In the event that the student will be required to remain longer than ten minutes, the parent will be notified.

Students who ride the bus from school must assume the same responsibility for staying after school. In case a bus student must stay, the parent will be contacted and will be responsible for transportation of the student.

Section 10 Extreme Cold Weather Procedure

When the wind chill index or temperature reaches ten degrees Fahrenheit or below, students will ordinarily spend recess time indoors. The provision and wearing of warm clothing during cold weather is the responsibility of the parent and student. Viruses and bacteria are more concentrated in closed spaces; therefore, it is rarely a good idea to have a student remain inside during recess. Special requests for a student to remain inside during recess should be submitted by parents daily in written form.

Section 11 Personal Toys and Possessions

The school furnishes appropriate equipment for playground use. Other items may cause a safety hazard or disrupt the learning environment. Students should not bring toys or other personal possessions, electronics or sports equipment (bats and balls) for use or play at school. Roller blades, skateboards, roller skates or roller shoes used by the student to travel to school may not be used while at school. Student cell phones are to be left at home or kept in backpacks, turned off; from the time the student reaches school until the student leaves for the day. Items observed by staff will be brought to the office to await retrieval by a parent.

Section 12 School Closure

School closure due to inclement weather will be announced on KAWL radio station from 6:30 a.m. -7:30 a.m. You may also call this special number for school closing information: 363-6616 or the Timeline at 362-6228, voice box 8700. Some TV channels will also carry York school closings.

Section 13 After School Program

York Elementary School will provide after school programming on designated days throughout the school year. This program will provide a healthy snack, academic activities and community presenters. More specific information is available in the school office. In order to attend the before/after school programs, students must be preregistered.

Article 3 Use of Building and Grounds

Section 1 Visitors

All Visitors will need to enter the front east doors to access the buzzer & video system; once a visitor is buzzed into the building they must report to the office, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged, provided the visits do not disrupt the educational program, individual students or create a safety concern.

Section 2 Smoke Free Environment

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

Section 3 Care of School Property

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

Section 4 Library Check In / Book Damage

The final check in date for library books is the Friday before the last week of school. Students with books not checked in at this time will call parents to make arrangements for payment for a lost book. If the book is eventually found, the payment will be returned. If a textbook or library book is lost or shows other than normal wear at the close of the year, a fine will be assessed to cover the replacement or repair of the book.

Section 5 Labeling

Please label all items such as clothing, overshoes, lunch sacks or boxes, notebooks, etc. However, be aware that names on the back of shirts or written in large letters are an invitation to abductors and should be avoided.

Section 6 Lost and Found

There will be a location for lost and found items in the building, check with office staff to see where that is located. Students may check in the lost and found for missing items. Items should be assumed to be missing until and unless they are proven to be stolen. At the end of each quarter items that have not been claimed in the lost and found will be taken and donated to a local organization.

Section 7 Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property.

Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted in the discretion of the administration. These searches may be conducted in conjunction with local law enforcement officials, drug sniffing dogs, or any other agency deemed appropriate.

If a student brings their cell phone or other electronic communication device to school, the student is consenting to the search of said device by school staff when the staff determines that such a search is reasonably necessary.

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

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

Section 8 Video Surveillance

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

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

Section 9 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring money or items of value to school. Money should be brought to school only if it is needed for a specific school-related purpose.

Money should be placed in a sealed envelope with the student's name and purpose written on the envelope or on a piece of paper inside the envelope.

Section 10 Accidents

Every accident in the school building, on the school grounds, or at school sponsored activities must be reported immediately to the Building Administration.

Section 11 School Supplies

Parents should wait to purchase personal student school supplies until they have received a list of recommended materials from the school. All necessary items will be listed. Additional items, while they may be appealing to the student, may distract from the learning process. If you are unable to purchase the necessary supplies, please contact the office.

Section 12 Parties, Gifts, Treats

During the school year some holidays will be recognized. Typically, last hour of the day may be used to celebrate those holidays. Birthday gifts and party invitations can cause hard feelings and jealousy within a classroom. It is strongly suggested that distribution of invitations and transportation of gifts be handled outside of school. Birthday treats may be provided for classes after consultation with the class teacher. Teachers will exercise judgment as to the most appropriate time to celebrate. Because of health issues, including but not limited to food allergies, all treats given out at school must be purchased items with a contents label, prepackaged in individual serving are strongly encouraged. Please remember that some students are even sensitive to treats that are prepared and packaged by groceries and bakeries in a facility where allergenic foods are also prepared.

Gifts from students and parents to staff members are discouraged. Holiday or birthday cards, especially student-made, are recommended instead of gifts.

Article 4 – Admission and Attendance

Section 1 Admissions Procedure

Parents enrolling new students to the district may obtain an application for admission from the school office.

In compliance with Nebraska statute 79-214, commencing in school year 2013-2014, a child must be five years of age as of July 31 of the year of entry to kindergarten. A child may be admitted to kindergarten who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (1) the child attended kindergarten in another jurisdiction that would allow admission within the current year, (2) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (3) the child has demonstrated through the recognized assessment procedure outlined below and approved by the Board of Education that he or she is capable of carrying the work of kindergarten. More information can be obtained by contacting the building or school district office.

Student grade placement will be determined by past records, chronological age, physical or mental challenges, and consultation of parents and administration. Students may begin classes the day following enrollment, to allow the school to prepare for receiving the new student.

Section 2 Assignment to Class Section

Class assignments will be made on the basis of creating balance of gender, behavior, and ability. Grade level teachers will meet together with administrators, specialists, etc., to create class rosters. Parents may give input in regard to their knowledge of their child's needs, interests and learning styles; parents and teachers may also indicate that placement of a child in a particular section may cause discomfort or conflict. Parent input should be given to the child's current teacher during parent-teacher conferences in the spring or shared with school administration.

Section 3 Transfer of a Student From One Class Section to Another

Parent Initiated: All steps should occur, but may occur in a different order than listed.

1. Parent talks with current teacher.
2. Parent talks with principal.
3. Parent submits written request for transfer to principal.
4. Principal presents request to grade level team.
5. Grade level team presents recommendation to principal.
6. Principal acts on recommendation.
7. Principal informs all parties of his/her action.

Key principles:

- Is the transfer in the best educational and psychological interest of the student?
- All parties are to keep details of any transfers confidential.

Teacher Initiated: All steps should occur, but may occur in a different order than listed.

- Teacher talks with parent.
- Teacher talks with principal.
- Principal talks with parent.
- Teacher presents request to grade level team.
- Grade level team presents recommendation to principal.
- Principal acts on recommendation.
- Principal informs all parties of his/her action.

Key principles:

- Is the transfer in the best educational and psychological interest of the student?
- All parties are to keep details of any transfers confidential.

Section 4 Attendance Policy

Research indicates that more time spent on a task in a classroom increases the amount of learning by the student. We encourage regular attendance to increase the opportunity for learning. The vast majority of our students attend faithfully and regularly. Students are expected to arrive at school on time and attend every day unless excused.

Regular attendance is essential for promotion and success in your schoolwork. When an absence is necessary, it is the student's responsibility to contact his/her individual teachers for assignments missed during an absence. Whenever possible, students should make arrangements with their teachers for their assignments in advance of the absence. For extended absences (5 or more consecutive days), the office should be contacted and a meeting with the Attendance Committee scheduled. The Attendance Committee will consist of a building administrator, guidance counselor and classroom teacher.

Section 79-201 of the Nebraska School Laws states that "every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child not less than seven, nor more than sixteen years of age, shall cause such child to attend regularly the public, private, denominational, or parochial school each day that such school is open and in session..." Punctual and regular attendance is important since absence from school is the greatest single cause of lack of achievement in school. **In order to participate in YES's various activities; students must be in good standing in relation to attendance expectations.**

Section 5 Absence Procedures

A. Reporting - Normal school hours for students are from 8:20 A.M. to 3:25 P.M. PARENTS SHOULD CALL THE SCHOOL OFFICE (362-6655), option 3 or (362-1414) BETWEEN THE HOURS OF 7:30 A.M. AND 9:30 A.M. TO REPORT THE ABSENCE OF THEIR CHILD. In the event a call is not possible, a written note will be required. Students are encouraged to conduct personal business errands outside of school hours. Before reporting to any class after any absence, students must report to the Attendance Office to obtain an admit slip to class.

Students must be in school for the entire day of a scheduled activity or performance in which the student is to participate. If the student is absent any part of the school day, the student will not be allowed to participate in that activity or performance. Exceptions to this rule must be granted by either the principal or the activities director.

B. Absences - The parent/guardian will be notified when five (5) absences have occurred in the quarter or 10 in a semester. Students will be limited to five

(5) consecutive days of absences. Students who exceed this limit will be expected to conference with building administration.

Professional appointments (i.e, doctor, dentist, lawyer, etc.), funerals, court, counseling or doctor verified illness will be excused upon written or verbal verification from parents/guardians. Although these absences are excused, they still count towards the student's total numbers of absences.

1. Excessive absence, defined as being absent 9 or more days per semester, may result in detention(s), in-school, out-of-school suspension and/or a report filed with the county attorney, required by state law, Nebraska Statute 79-209

2. Illness at school for which the student requests to go home may be excused by the school nurse or office personnel. However, they will count towards the student's total number of absences.

3. The Principal has the right to extend the number of allowable days absent do to hospitalization and/or extended illness verified with a doctor's statement or unique situations which warrant and extension of days.

4. All decisions made by the building administration may be appealed to the Superintendent.

Nebraska Statute 79-209.....

3. If the child is absent more than twenty days per year or the hourly equivalent and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person resides. If the child is absent more than twenty days per year or the hourly equivalent and any of such absences are not excused, the attendance officer shall file a report with the county attorney of the county in which the person resides on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.

4. Nothing in this section shall preclude a county attorney from being involved at any stage in the process to address excessive absenteeism.

Excessive Absenteeism Students who accumulate nine (9) absences in a semester shall be deemed to have "excessive absences." When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person

designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.

2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.

3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.

4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the excessive absenteeism problem. If it is determined that services for the child and his or her family are needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

C. Advance Notice - If family circumstances dictate that a student might miss school in excess of the amount allowed by the attendance policy and this is known in advance, a request for an extension must be made to the Attendance Committee in advance of the absence.

Article 5 – Scholastics and Records

Section 1 Permanent Records

Until the time a student reaches age 18, all materials within the student's cumulative record folder are open to parental inspection. Materials within the folder include identifying data, scores on standardized tests, achievement grades, attendance data, health data and records, family background information, observations and verified reports of serious or recurrent behavior or learning patterns.

Parents may request to see these materials and such request will be honored within 45 days of the request date. Parents have an opportunity for a hearing to challenge the contents of the school records and to request deletion of inaccurate, misleading or otherwise inappropriate data contained therein.

Section 2 Release of Directory Information

When requested, the school district may decide to release directory information

such as student name, address, phone number, date and place of birth, participation in special activities, weight and height, dates of attendance, and the most recent previous educational agency attended by the student. Students' parents or guardians may inform the school district personnel that any or all of the directory information should not be released without their prior consent. A signoff form is included in the start of the year folder.

Section 3 Homework

Homework reinforces and extends the work of the classroom and increases learning time. Homework benefits the student most when it is based on a specific need, such as additional practice in an area of study or to enrich the material being taught.

Parents can help with homework by providing a study space and a quiet atmosphere during an established study time. This may mean turning off radio or TV, having brothers and sisters play somewhere else, or having the student study in his/her room.

Parents can help students select topics for writing; find books, magazines, or pamphlets for research; pronounce spelling words; or help students gather materials for projects.

Whenever parents or teachers think the student needs special help in mastering some of the fundamentals being taught, arrangements for a conference to discuss this matter should be made. It is very important that when parents help their students in fundamental areas of learning there be direct coordination between parent and teacher.

Section 4 Progress Report Forms

The school year is divided into four reporting periods. Kindergarten report forms are completed and shared with parents after the second and fourth quarters. Report forms for all other elementary grades are completed and shared with parents after each quarter. Through the report form we attempt to convey student effort and academic progress. Parents should contact the teacher if there are questions concerning the report form. Progress reports will be mailed to non-custodial parents when requested, unless prohibited by court order.

Section 5 Parent Teacher Conferences

Individual conferences pertaining to each student's progress are held in the fall and the spring. Other conferences may be arranged when either the teacher or parent has a concern about the student's performance. Conferences will be arranged to facilitate attendance by both parents; arrangements will be made for conference time for non-custodial parents, when requested.

Section 6 Promotion and Retention

Promotion is advancement from one grade level to the next. Retention is giving a student a second opportunity for success at a grade level by having the student repeat that grade level.

Promotion will be determined upon the basis of school work accomplished, academic growth, attendance, and the welfare of each individual student.

If a student is absent from school for more than twenty days during a school year, it may be a factor in considering promotion or retention. Extenuating circumstances may be considered by the superintendent upon the recommendation of the principal.

A student should be retained only when there is evidence that the child will benefit significantly from retention. Students are rarely retained more than once during the elementary years. Parents will be notified of concerns which may contribute to a possible retention as early during the school year as practical. Parents are requested to let teachers know of their concerns which may contribute to a possible retention as early during the school year as practical, also.

Parental consent for retention or promotion is desirable, and all concerned parties will be asked for input and involvement in the decision process; however, the school does have the authority to retain or promote a child without parental consent.

Section 7 Contests during academic time

Activities such as essay contests, walkathons, poster contests, etc., will not be done on school time or under school supervision. Flyers approved by the office of the superintendent will be distributed or made available in the office for activities of this nature which can be done at home or outside school time. We do not want to discriminate between activities, and we do not have time in school to honor all requests.

Section 8 Pets in School

Students are responsible for obtaining specific prior approval from their teacher before pets may be brought to school.

Section 9 Field Trip Information

Parents/Sponsors help make our experiences out of the classroom possible and successful. Thank you for investing time and support in the education of your child and others. The following are guidelines to assure a safe, educational, exciting experience.

1. Know each child on your list.
2. Your group should sit near you on the bus. The students are not to enter or leave the bus without their sponsors. Before entering any building or bus, "regroup."
3. We are all responsible for passenger behavior on the bus. Children are to be seated and facing front at all times. You may move about if behavior necessitates.
4. All bus passengers are to be absolutely silent at railroad crossings.
5. Students are not to put heads, hands, arms or anything else out the bus windows. Leave the windows open/closed at the driver's request.
6. Please keep your group quiet during directions and other listening times. Indoors, including the bus, use indoor voices. Please be a good example to students and be a good listener, model good manners and

courteousness to speakers, guides or teachers.

7. Please correct any situation that might be harmful to individuals or damaging to equipment. Remember that state statute does not allow physical discipline in the school setting.

8. Please provide supervision for your group at all times; this includes when using restrooms and eating lunch. If you cannot accompany students to the restroom, please ask another sponsor to do so.

9. This is an opportunity for quality time for you and your child. It is school policy not to include preschool brothers or sisters on field trips.

10. Snacks, if needed, will be arranged by school personnel. Please refrain from providing food or gum to your group of students.

11. Smoking is not allowed at any time in the presence of students.

12. Hats and caps should be removed inside of buildings and outside as may be appropriate.

13. As sponsors, we need to follow the same guidelines as we expect the students to follow.

14. Students are encouraged to ride school transportation with their class to and from the field trip. If a child is to travel to or from a field trip with a parent, rather than riding the bus, the parent must complete the school transportation form, which is available at any of the school offices, 24 hours ahead of departure. Our students represent the York community. Cooperative effort and friendly, courteous relationships help make a field trip a successful learning experience and represent York as a "neat" community with "neat" kids!

Throughout the school year there will be times that all students will be transported to a local destination for an all school, or all district event, (all district spirit rally at York High School, afternoon performance of 3rd grade Holiday Musical, are a few examples of such activities) When we plan these types of all school events we will notify parents of our plans but we will NOT be sending home permission slips. If you DO NOT wish to have your child transported locally for the all school events that are listed above you will need to contact the student's homeroom teacher or administration stating your wishes prior to the event.

When we take grade level, classroom level or other field trips that do not involve all students we will be sending home permission slips that will need to be signed and returned.

Section 10 Cell Phones at School Events

In order to allow our student performers the best opportunity to present a quality performance, please leave cell phones at home or turn them off when attending a student program or performance. Because we teach performance and being an audience with courtesy and dignity, we expect response to performance to be in the form of applause, rather than hooting or hollering.

Section 11 Academic Integrity

A. Policy Statement

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

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

B. Definitions

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

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

Cheating includes, but is not limited to:

(a) **Tests** (includes tests, quizzes and other examinations or academic performances):

(1) **Advance Information**: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) **Use of Unauthorized Materials**: Using notes, textbooks, pre-programmed formulas in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) **Use of Other Student Answers**: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(4) **Use of Other Student to Take Test**. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) **Misrepresenting Need to Delay Test.** Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) **Papers** (includes papers, essays, lab projects, and other similar academic work):

(1) **Use of Another's Paper:** Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) **Re-use of One's Own Papers:** Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) **Assistance from Others:** Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) **Failure to Contribute to Group Projects.** Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) **Misrepresenting Need to Delay Paper.** Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) **Alteration of Assigned Grades.** Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

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

Plagiarism includes, but is not limited to:

(1) **Failure to Credit Sources:** Copying work (words, sentences, and paragraphs or illustrations or models)

directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

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

C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. A principal will work with the instructor to determine a fair consequence for that special class.
2. Report to Parents and Administration. The school will notify the student's parents or guardian.
3. Student Discipline Sanctions. A principal may recommend sanctions in addition to those in the classroom, up to and including suspension or expulsion.

Article 6 Support Services

Section 1 Homework Lab

When students need an extended school day to help them with their school work, the parents will be notified; and a plan between the student, parent and teacher will be made and communicated.

Section 2 Student and Teacher Assistance Team (STAT)

The purpose of the STAT team is to provide support for students who are experiencing learning and/or behavior problems. It also provides support and suggestions for teachers so that they can be effective in meeting the specific needs of students.

Depending on the needs of the student, teachers may consider initiating the STAT process as soon as a pattern of concern is noted. Some intervention strategies may require more time to implement, while others may proceed directly to an evaluation for possible special education services. Parent requests will also begin with the STAT process in order to document parent and teacher concerns, as well as interventions that have been used by the classroom teacher.

Steps in the STAT Process

1. The teacher communicates concerns to parents and informs them that he/she will be referring the student to the building STAT team.
2. The teacher completes the STAT Request for Service form.
3. Input is collected from teachers/support staff via the STAT Feedback Form.
4. A STAT meeting is scheduled for the student.
5. The referring teacher or a team member notifies the parent of the meeting date.
6. The referring teacher gathers additional student information (cumulative file, work samples, data on attempted interventions, other information related to the area of concern). *This information is to be brought to the STAT meeting.*
7. At the STAT meeting the recorder documents the area(s) of concern and any new interventions that will be implemented. This information is documented on the student's I-Plan.
8. A follow-up meeting is scheduled to review progress data.
9. The student's I-Plan is distributed to all of the staff members who are involved with the interventions.
10. School staff will implement the interventions and document progress.
11. The referring teacher or a team member will communicate new interventions and progress with parents following each STAT meeting.
12. The intervention partners will provide on-going support to staff between STAT meetings.
13. The STAT Record Form will be completed on each student who is referred. This form will be filed in the student's cumulative file.

Section 3 Special Education

What Does Special Education Mean?

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

Students Who May Benefit

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

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is

completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

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

Reevaluation

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

Individual Education Program (IEP)

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

Special Education Placement

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

Written notice shall be given to parents a reasonable time before the school district:

1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or

2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent.

York Public Schools provide a wide range of special education programs and services to students. These services include: early intervention services for infants and toddlers with developmental delays, speech and language services, occupational therapy, and physical therapy. The district also provides academic instruction and support through Level I and Level II Resource Programs, and vocational and life skills instruction through the Success Programs.

Flow Chart for Referral

Step #1 When a teacher or parent has a concern about a child, a referral is made to the building level Student-Teacher Assistance Team (STAT). This team collects documentation about the area(s) of concern and utilizes a problem solving approach to develop intervention strategies. The STAT team reconvenes as frequently as needed in order to monitor the student's progress, as well as the effectiveness of the intervention strategies. Parent requests for an individual evaluation must start at the STAT or pre-referral level so that the team can collect documentation regarding the student's progress and area(s) of concern. *Parent requests do not necessarily result in a comprehensive evaluation.* After documentation is collected, the STAT team will determine whether or not an individual evaluation is warranted.

Step #2 If warranted, the STAT team may recommend a comprehensive evaluation by special education staff in order to collect information about the student's individual strengths and needs. Parental consent is required before the evaluation can be initiated. After parental consent has been obtained, the individual evaluation is completed in order to address the area(s) of concern.

Step #3 When the comprehensive evaluation has been completed, a Multidisciplinary Team (MDT) meeting is scheduled in order to share all of the evaluation results with parents and staff. Parents also receive a written report of the evaluation results.

Step #4 Based on the evaluation results, the Multidisciplinary Team (MDT) determines whether or not the student is eligible for special education services based on Nebraska Dept. of Education Rule 51 eligibility guidelines. The decision of the MDT team is documented.

Step #5 If a student is eligible for special education services, an Individual Education Program (IEP) is developed by the team. This IEP outlines

the student's educational needs and the special education services that are required. The special education staff will also include their individual educational goals for the student.

Section 4 Health Services

Health Services

School health services are intended to support, not substitute health care by primary care providers, dentists, optometrists, or specialists. Nurses cannot diagnose but can assess an illness or injury.

Communication between parent and school regarding a student's health is very important and will be kept confidential as directed by the family. Please notify the school nurse or office of any health related problems or concerns that the nurse should be aware of, or that may affect a student during school or activities.

Student Illness or Injury

Illnesses that will require a student to be sent home are: Temperatures greater than 100° F, vomiting, live head lice, unexplained suspicious rashes or on the determination by school personnel when the student's condition prevents meaningful participation in the educational program, presents a health risk to the student or other students/staff, or when a medical consultation is warranted. A parent/guardian will be called when a student needs to be sent home. If the parent/guardian doesn't respond in a timely manner, emergency contacts will be notified. Please notify the school office when phone numbers for home or work change.

The school nurse or designated staff will give aid for injuries/illness according to the American Academy of Pediatrics – Emergency Guidelines for Schools or as directed by the school nurse as needed.

With permission from an adult, the school may administer Acetaminophen to your student. The school has generic antibiotic ointment, band aids, lotion, generic chewable antacids, generic anti-itch lotion, petroleum jelly and ice packs. We will not supply cold/cough or seasonal allergy medications or compression wraps or slings.

Medication Administration

Whenever possible your student should be provided medications by you outside of school hours. In the event it is necessary that your student takes medication at school, the parent/guardian must provide written consent. Forms are available under the health tab on the school website, or from the school office.

Medication must be brought to the school by an adult, in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medication will not be accepted.

For a short time, the school nurse will administer other over the counter medications such as cold/seasonal allergy medications. A written consent is

needed. Students should never carry any medications on them unless arranged with the school nurse or in the case of diagnosis of diabetes or asthma.

An adult must pick up any leftover medication at the end of the school year.

State Mandated Health Screenings

Nebraska schools are required by the State of Nebraska to conduct routine health screenings. Students K-4, 7th and 10th grades will have screenings for distance vision, hearing and dental. Children in 1st and 3rd grade will also have near vision screenings. Height and weight are done in K-5, 7th, and 10th grades. Students who transfer from out of state are required to have vision, hearing, dental, height and weight in any grade. These screenings are to detect major vision, hearing or dental problems and not to substitute a visit to a medical doctor or dentist. The school nurse will contact you if it is determined your child needs further follow-up.

If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school. Parents/guardians may waive the physical examination and visual evaluation requirements by submission of a written statement of objection to the school, but this option is not available for screening.

Additional Indications for Screening: If a student is new to district at any time, with no previous screening results available. If a student enters the Student Assistance Process, with no recent or current screening results available. If periodic screenings as specified by the student's Individualized Education Plan (IEP). If the school nurse has concerns, i.e. sudden weight loss/gain, change in stature or appearance; parent or teacher concerns; audiologist referral or unresolved concerns from the previous year.

Immunizations

It is required by the State of Nebraska that all students meet the Immunization Rules and Regulations. A student who does not comply with the requirements will not be permitted to attend class except for students with appropriate documentation for medical or religious belief waivers. See the school nurse for further direction. Unimmunized students may be excluded from school in the event of a disease outbreak. It is an un-excused absence if the student is not allowed to come to school while obtaining the needed immunizations.

Birth Certificates

It is required by the State of Nebraska that a student's certified birth certificate be provided upon enrollment.

The birth certificate must be issued by the Bureau of Vital Statistics from the state in which the child was born and have the raised seal. There is a fee to order

them and does take 7-10 days to arrive in the mail. If your child was born in Nebraska – the Nebraska Health and Human Services website has information on how to order on-line or by mail. If your child was born in another state you will have to contact them directly. A copy can be taken at school and the original certificate will be given back to you. The Nebraska site is http://dhhs.ne.gov/publichealth/Pages/ced_bicert.aspx

Maturation Class

Maturation Class will be provided to 4th and 5th grade students. You will be notified before the class and will be able to decline to have your student attend. Contact the school nurse if you have more questions or concerns.

Head Lice

Students will be sent home for live head lice. The school nurse will discuss treatment plans with an adult and review how to prevent further problems. A student who is sent home from school for head lice will be excused for no more than two days. When the child returns to school after treatment the nurse will continue surveillance as necessary. Families are encouraged to report head lice to the school nurse.

Bedbugs

Families are encouraged to notify the school nurse of bedbug outbreaks so that all is done to prevent spreading to school. If bedbugs are brought to school a follow-up and plan of care will be implemented.

Chronic (long term) Health Conditions

It is imperative that students/families notify the school nurse of chronic health conditions such as Diabetes, Asthma, Severe Allergic Reactions, and Seizures etc. A health plan will need to be in place and communication to the teachers and staff who care for this child need to be informed. It is best for parents/guardians to make a plan to meet with teachers each semester to assure the school has a plan and follows what is directed by the parent/guardian. The school nurse will assist in customizing Individual Health Plans for your student and will need to update the plans each school year, or as the health of the student changes.

Several Allergy/Asthma Protocol

Nebraska Department of Education requires schools to follow the protocol through Rule 59, Regulations for School Health and Safety (Title 92, NAC, Chapter 59). The protocol addresses life-threatening emergencies and is meant to prevent asthma or anaphylaxis deaths at school. The school's EpiPen® and Albuterol do not replace a child's own prescribed medications for asthma/allergy control and management. Parents are expected to ensure their children continue to have school-day access to MDI's, EpiPen®, etc. and to have an Asthma/Allergy Action Plan or emergency medical plan on file with the school.

Physicals

Medical physicals by a doctor, nurse practitioner or physician assistant are required by the State of Nebraska in kindergarten, seventh grade and for transfer students from out of state. Vision exams by an optometrist are required in kindergarten and for transfer students from out of state.

Sports physicals are required by Nebraska School Activities Association prior to the first day of practice.

Forms are available on the school website or in the school office.

Concussion

When a concussion is identified teachers, coaches, students and family will need to communicate a back to school plan and a participation plan. It is important for the family to notify the school so that protocols can be followed at school and at activities. The school nurse can do a basic assessment and make recommendations should a potential concussion incident arise, but follow-up and care must be done by the family with a physician.

Section 5 Child Abuse/Neglect

When any school staff member has reasonable cause to believe that a child or an incompetent or disabled person has been subjected to abuse or neglect or observes such person being subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she is required by law to report such information to the proper law enforcement agency. Our current protocol requires the staff member to contact the police department if the student lives in the city limits, and the Sheriff's Office if the student lives in a rural area. Those agencies will in turn contact Health and Human Services. The staff member should also inform an administrator that the referral has been made. Because of the unknown cause of the suspected abuse or neglect, law enforcement or HHS officials will be allowed to interview students at school without prior notification to parents, guardians, relatives, caregivers, or other adults.

Abuse or neglect shall mean knowingly, intentionally or negligently causing a minor child or an incompetent or disabled person to be placed in a situation that may endanger his/her life or physical or mental health.

Law enforcement officials investigating possible abuse or neglect by a family member, who request to interview students at school, will be allowed to interview victims at school without family notification. A school official will be present.

Section 6 Breakfast and Lunch Programs

The District has agreed to participate in the National School Breakfast and Lunch Programs and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. Lunches may be

purchased individually or through a lunch account. Families will be alerted when their lunch account needs replenishing. Information will be provided to all families concerning free and reduced lunch programs. Students may also bring cold lunch to eat at noon. Sending pop with school cold lunches is discouraged.

Eating in the lunchroom with classmates is a privilege. Students who cause disruptions in the lunchroom may be assigned to eat elsewhere.

Staff may also wish to purchase school lunch or a salad. Please go past the computer after picking up your salad!

A Point of Sale (POS) software system is used for the school lunch program.

Please note the following information:

- Each student will have his/her own individual Student Account.
- Each student has an individual account number, which Middle and High School students should memorize. Elementary students will be given a card with their number that will be scanned.
- Separate checks will need to be written for students at separate schools. To insure credit to the proper account, the student's lunch account number should accompany the check.
- One check can be written if students attend the same school and the amount to be deposited in each account is specified along with each student's account number. Please make checks to "York Public School Lunch".
- If sending cash with a student, place in a sealed envelope, along with the student's name and lunch account number. We are not responsible for lost, unidentified, or stolen cash.
- Money from another student's account (including siblings) may be not used. If money needs to be transferred from one sibling's account to another, then a note or phone call from home is needed.
- Students must have money deposited in their lunch account in order to purchase extra entrees, Ale Carte items or extra milk, regardless of eligibility status (Paid, Free, Reduced).
- We cannot make change for cash at the schools, so please utilize the lunch account for all purchases.

The policy will be enforced with Middle and High School Students as follows:

- The lunch room computer will give the cashier a "low balance" warning whenever a student's individual account is \$15.00 or below.
- Balance Below -\$15.00: Students are told the account balance is low and they need to bring money. Students will not be able to charge a lunch when their account is below -\$15.00.
- It is the student's responsibility to inform parents when the account is getting low. Both verbal and written reminders will be provided to students when the account is low.*

- Parents and/or students can check their account balance by calling the Food Service Office or on Infinite Campus.
- Please keep in mind that extra entrees, and Ale Carte items can only be purchased if funds are available in individual accounts.

****The same policy as above will be enforced at the Elementary School. The only addition will be that students that have a balance below zero will receive a hand stamp as they come through the line. This stamp is to be a reminder to the student and the parents that they need to deposit lunch money.***

Outside Food and Beverage Policy:

The District does not allow the delivery of food or beverages from outside vendors or fast food establishments for a student's breakfast or lunch meal to be consumed in the cafeteria. Students may bring a prepared meal from home and eat it in the cafeteria.

NONDISCRIMINATION STATEMENT

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for applicants and recipients of the Child Nutrition Programs.

Section 7 Child Find: Babies Can't Wait!

If you suspect that your child isn't developing as he/she should, it's important to get another opinion as soon as possible to see if a problem really does exist. You can turn to a variety of places for help: doctors, health clinics, school districts, and community agencies.

While some professionals may believe that a child will outgrow a problem, it's better to provide help early to make sure that the child has a better chance of success. Many children do not "outgrow" a problem — they may need extra help called early intervention.

Your school and the ESU #6 Preschool Interagency Coordinating Council have a service called Child Find designed to identify children (birth to age 3) who may be at risk for learning and could benefit from special services. Children who display trouble with learning, moving, playing, seeing, hearing and talking may qualify to receive free assistance. All children develop at different rates.

If your child is found eligible for services, and Individual Family Service Plan will be developed by you, the parent, and the people who help you meet your child's special needs. The program will build on your child's strengths and improve areas of weakness. The program will provide support, encouragement and assistance for you in working with your child.

Make the call that really counts. A professional will be happy to discuss your concerns about your child's development. Call a Services Coordinator at ESU #6, PO Box 748, Milford, NE 68405 (800-327-0091 or 402-761-3341).

Section 8 PATT Parent Group

The Parents and Teachers Together (PATT) group is our parent support group which does many things in support of our building and children. PATT will partner with YES to hold family event nights throughout the school year; the PATT Leadership Team will meet on an as needed basis. You can show your support by attending events sponsored by PATT.

Article 7 Drugs, Alcohol and Tobacco

Section 1 Alcohol and Drugs

The use, possession, or distribution of illicit drugs or alcohol on school grounds or at school activities is wrong and harmful. The use, possession, or distribution of illicit drugs or alcohol on school grounds or at school activities will result in an automatic 19 day suspension from school. Disciplinary actions may also include expulsion and referral to local authorities for prosecution. Compliance with these standards of conduct is mandatory.

Information about drug and alcohol counseling, rehabilitation, and reentry programs is available from the elementary counselor.

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor

products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

Article 8 Student Rights, Conduct, Rules and Regulations

The administration of the York Public Schools recognizes the rights and responsibilities of students. The duty of the school is to provide effective instructional and learning opportunities. The following procedures may be followed to insure student rights and responsibilities, as well as administrative responsibility to support the instructional program.

Section 1 Purpose of Student Conduct Rules

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

Section 2 Forms of School Discipline

A. Short-Term Suspension: Students may be excluded by a principal or the principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

1. A principal or the principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, a principal or administrator will send a written statement to the student and the student's parent or

- guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with a principal or administrator ordering the short-term suspension before or at the time the student returns to school. The principal or administrator shall determine who in addition to the parent or guardian is to participate in the conference.
 5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of a principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of a Principal. A notice will be given to the student and the parents/guardian when a Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

C. Expulsion:

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Suspensions Pending Hearing.** When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent. The suspension pending hearing may be imposed if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the

student himself or herself, other students, school employees, or school volunteers.

3. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
4. **Alternative Education.** Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the principal or another school representative assigned by the principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
5. **Suspension of Enforcement of an Expulsion.** Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
6. **Students Subject to Juvenile or Court Probation.** Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the principal or the principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the principal or the principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in board policy and state statute.

D. **Other Forms of Student Discipline.** Administrative and teaching personnel may take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school

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

Section 3 Student Conduct Expectations

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority;
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant;
8. Public indecency or sexual conduct;
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten;
12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;

15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding York Public School buses.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.

- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

B. Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion, mandatory reassignment or a lesser consequence.

- (1) **Student Appearance:** Students at York Elementary School are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants or shirts with oversized arm holes) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground. Open toed sandals or flip-flops secured to the foot with only one front strap or a strap between the toes are a safety hazard, and are not to be worn.

While in school or at school activities, students should be dressed and groomed in a manner which reflects school as a place of business for youth. Dress should be neat, clean and decent. Clothing which carries a negative or discouraging message, is inappropriate. Students wearing such clothing will be given the choice of calling home for a different item, turning the garment inside out for the rest of the day, or otherwise concealing the offending message. Open toed sandals or flip-flops secured to the foot with only one front strap or a strap between the toes are a safety hazard, and are not to be worn; also shoes with a significant heel height will be considered to unsafe. Students arriving in flip flops or shoes that staff feel are not safe, will be sent to the office to call home for

safer foot wear. They will not go to recess in flip flops or sandals secured to the foot with only one front strap or a strap between the toes.

- a. Clothing or jewelry that advertises or promotes beer, alcohol ,tobacco sex or illegal drugs.
- b. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- c. Head wear including hats, caps, bandannas, and scarves;
- d. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double.
- e. Clothing or jewelry that is gang related.
- f. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the principal or superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal’s office.

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

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

(2) Electronic Devices

a. Philosophy and Purpose. York Public Schools strongly discourages students from bringing and/or using electronic devices for social reasons at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student

use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions. “Electronic devices,” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices. (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging. (2) Students are permitted to possess and use electronic devices before school hours and after school hours, provided that the student not commit any abusive use of the device. Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use. (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation). (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent’s condition).

d. Violations (1) Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student’s

parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student's parent/guardian in a consistent and orderly way.

(3)First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum will include a relinquishment of the electronic device to the school administration. The electronic device shall remain in the possession of the school administration until the student's parent or guardian personally comes to the school's main office and retrieves the electronic device.

(4)Subsequent Violations: Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

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

(3) **Harassment and Bullying Policy:** One of the missions of York Elementary School is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student

conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against by staff for making the report, and retaliation by students will not be tolerated.

- (4) **Specific Rule Items:** The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
- a. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
 - b. Snow handling is prohibited.
- (6) **Network, E-Mail, Internet and Other Computer Use Rules:**
- (a) **General Rules:**
 - (i) The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
 - (ii) Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
 - (iii) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
 - (iv) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network

will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

(v) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

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

(i) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

(ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

(iii) Users shall not use or try to discover another user's account or password.

(iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

(v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.

(vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

(vii) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

(viii) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

- (ix) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 - (x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 - (xi) Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.
- (c) **Etiquette and Rules for Use of Computers and the Network:** All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
- (i) Be polite. Do not become abusive in your messages to others.
 - (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
 - (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
 - (iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
 - (v) All communications and information accessible via the network should be assumed to be private property of others.
 - (vi) Do not place unlawful information on any network system.
 - (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
 - (viii) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
 - (ix) Other rules may be established by the network administrators or teachers from time to time.
- (d) **Penalties for Violation of Rules:** All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administrating the networks so that more time can be spent on

education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

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

(7) Risks of Social Media and Social Networking sites:

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

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

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

MySpace has published a Guide for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using MySpace and the Internet in general:

- Don't forget that your profile and MySpace forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new MySpace friends from all over the world, but avoid meeting people in person whom you do not fully know. If you

must meet someone, do it in a public place and bring a friend or trusted adult.

- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age, MySpace will delete your profile.

We urge all students to following these common sense guidelines.

Section 4 Reporting Student Law Violations:

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

Section 5 York Elementary School BIST Program (Behavior Intervention Support Team)

The purpose of the BIST Model is to partner with students when they are struggling and help them be accountable for their actions to make changes in their life. BIST is designed to teach and protect students, via GRACE and ACCOUNTABILITY so that students can demonstrate the Goals for Life and make good choices.

All staff members at YES have been trained in the BIST model and will participate in on-going training throughout the school year.

Goals for My Life:

1. I CAN be productive and follow directions even if I am mad. (overwhelmed by my feelings)
2. I CAN be productive and follow directions even if others are not okay.
3. I CAN be productive and follow directions even if I don't want to. (even if it's difficult)

GRACE: (Giving Responsibility & Accountability to Children in Education)

We accept:

You, Your problems, Your pain, Your needs

ACCOUNTABILITY:

Guiding students to look at what problems the behaviors create in the student's life. There are five levels to Accountability:

I did it, I'm sorry, It's part of a problem in my life, I accept consequences, I accept and need help

The BIST Model

It's never okay to be disruptive.
It's never okay to be hurtful.
It's always okay to be kind.

A student will be asked one time per activity to stop a behavior that is disruptive or hurtful. Adults will intervene quickly if a student cannot meet this standard.

Caring Confrontation (How)

"I see.....(disruptive behavior)"
"Can you.....(desired behavior)"
Even though.....(student's feeling)"

Caring confrontation is a language of partnership when intervening with a student's disruptive or hurtful behavior.

Protective Plan (What)

The goal of a protective plan is to provide opportunity for teaching and practicing the Goals for Life through written strategies that provide support and accountability for the student to help him/her manage their behavior and be successful. A protective plan is developed with the student when they have shown they are consistently unable to manage their behaviors and have had to

be sent to the recovery room. That plan is developed by the student, sending teacher, Recovery Room para, counselor and administration. The protective plan will be communicated to the parent.

Outlasting the Acting Out

Providing relationship, support and accountability when a student is struggling to maintain the standard and meet his/her Goal for Life.

BIST Concepts

Safe Seat – a seat in the classroom away from other students. Parents will not be notified if a safe seat is given; this is a time for the student to reflect on and make changes to their behaviors.

Buddy Room – a seat in another teacher’s classroom to help a student regroup so they may return to the safe seat.

Recovery/Focus Room-a place where students can go to stop acting out, calm down, prepare an apology and create a plan to be successful.

Think Sheet –a tool that the student completes to help him/her take ownership of the problem and create a plan to be successful. If a student is assigned to the buddy room a think sheet will be assigned to them. The think sheet is to be taken home by the student and signed by the parent; the next day the student returns the think sheet to the teacher that assigned it to them. If the think sheet does not return the next day with a parent signature, a personal contact will be made by the teacher to the parent.

Processing – questions that the adult asks the student so he/she may take ownership, practice skills and make a plan to be successful.

Target Behavior Sheet-a daily visual of goals the student is working on to make life changes.

Triage-daily “check in” with an adult to assess emotions, establish focus about what it means to have a good day and formulate solutions if problems occur.

Contribution-A student may be assigned “contribution”. This is a positive reinforcement strategy in which the student will be asked to do a job or may earn the right to do a job, many times they are helping an adult in the building.

Class Meeting – Weekly meetings facilitated by the adult to help students solve problems, plan events and maintain a positive classroom community.

*Parents/Guardians can expect to be contacted by the school when a protective plan has been developed for their child. The school will not be notifying the parent of assigned safe seats time as the safe seat is seen as a strategy to help the student manage their behavior. If a student is sent to the buddy room they will be required to complete a Think Sheet. The think sheet will be sent home with the student that day and will need to be signed by the parent/guardian and then the Think Sheet needs to be

brought back to school the following day. If parents would like more information, they are encouraged to contact the classroom teacher.

Section 8 Conduct at School Activities

Students are expected to conduct themselves as good citizens at school activities during and outside of the regular school day, and to model our goals of dignity and respect. Good audience behaviors include listening and watching quietly while others talk or perform; applauding politely when performers conclude; and not talking about things one didn't like until the following day.

Students who repeatedly act in an unacceptable manner will be removed from the event.

Sportsmanship is a total team effort. When you attend school sporting events:

- Come with your parents and sit with your parents.
- Stay away from kid football games in the end zones or behind the bleachers.
- Stay out from behind and under the bleachers - climbing up the bleacher supports can be dangerous!
- Follow instructions of school staff members, even if they aren't from your school.
- Cheer positively for your team. Say only polite things about the other team.

Section 9 Bus Conduct and Procedures

Warnings

The bus driver shall notify the student of unacceptable conduct. The student is expected to immediately and courteously follow directions of the driver. Bus drivers receive training on our BIST program and they will work closely with the school administration on any issues that arise.

The bus driver shall document an infraction when he/she feels it may endanger the safe or peaceful ride of other passengers. Documentation should include the date, the inappropriate behavior observed and the action taken. The incident shall be shared with parents by a personal contact or note when appropriate.

Conferencing

A conference is recommended when a student has received a second documented warning relating to inappropriate behavior violating the Bus Conduct Code. A conference including building principal, transportation supervisor, driver, and student should be held.

Suspensions, Exclusion and Appeal

A student may be suspended from riding the bus. A short-term suspension (1 to 5 days) may occur at any level of an offense dependent on the severity of the infraction. The parents are then responsible to provide transportation for the student as long as the suspension is in force.

Repeated or severe infractions may result in a long-term suspension (6 to 19 days) or an exclusion which would exclude the student from riding the bus for the remainder of the semester or school year.

Parents of students who are suspended or excluded may request, in writing, a hearing with the administration.

Bus Conduct Expectations:

The following expectations are developed by a committee of bus patrons, bus drivers, the transportation supervisor, and school administrators. They considered input of other patrons communicated via a survey sent to all bus patrons' homes. In addition, the committee reviewed existing conduct codes and alternatives used in other districts. This list is an accumulation of input and is recommended to guide bus students in conducting themselves in a safe and courteous manner.

1. The bus drivers' instructions must be followed at all times.
2. Students may not extend their arms or head out the bus window.
3. Students shall help keep the bus clean and sanitary.
4. Students shall be respectful and courteous toward the bus driver and other passengers.
5. Negative physical contact such as hitting, shoving, unnecessary conversation and distracting noises or motions are prohibited.
6. Each student shall have a seat on the bus. If necessary, the bus driver may assign the students seats. All students must be seated when the bus is in motion. Legs and arms should be within the seating area, not in the aisle.
7. All items shall be stored safely while on the bus.
8. Students must be silent at all railroad crossings.
9. Students shall be respectful of bus property and the property of other passengers.
10. Students may not open windows without permission from the driver.
11. Articles should not be thrown or extended out of the bus windows.
12. Notification of excusing a student from riding the bus for an evening, in which they rode the bus in the morning, must be submitted to the school for kindergarten through fifth grade students, and is requested of sixth through twelfth grade students. A written notice or phone call to the school is acceptable.
13. If another student is to come home on the bus with your child, a written request must be received and permission granted by the school when space is available. The school office should be notified in addition to the bus office.
14. Inappropriate language will not be allowed.

Boarding and Leaving the Bus

1. Students shall be on time when boarding the bus.
2. When walking to a bus stop students shall use a safe route and walk on the far left side of the road facing traffic.

3. While waiting for the bus, students must conduct themselves in an orderly manner, forming a line off the traveled portion of the road.
4. Students shall board the bus and take a seat quickly, quietly and safely. Students are encouraged to use the handrail when getting on and off the bus.
5. After boarding the bus, students shall remain quiet while the roll is being taken.
6. When the bus arrives at the Middle School, all high school and elementary students will remain on the bus until all buses have arrived. The students will then transfer to the bus, which will take them to their particular school. Middle School students are allowed to leave the bus and walk to the school after the bus arrives there in the morning.
7. High School students must board the bus at the High School in the afternoon. They will not be allowed to board the bus at the Middle School.
8. When students are being delivered to their home destinations they should cross the road twelve feet in front of the bus after making sure the street is clear of moving traffic.

Alternative Travel Request: Students who are participants in activities shall travel to and from those activities by school-sponsored transportation. Special permission to travel with PARENTS must be obtained through an administrator. Requests to travel with persons other than PARENTS should be obtained through the completion of the Special Exceptions Transportation Request form and approval from an administrator at least 24 hours prior to the scheduled activity. **Under no circumstances may students transport themselves to or from a school-sponsored activity out of town.**

Section 10 Addressing Law Enforcement

All students and staff are encouraged to refer to members of the law enforcement community as “officers.” The term “cops” should be discouraged.

Article 9 - State and Federal Programs

Section 1 Notice of Nondiscrimination

The York Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

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

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

The Coordinator may be contacted at: [ADDRESS], [TELEPHONE].

Section 3 Anti-discrimination & Harassment Policy

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

Preventing Harassment and Discrimination of Students.

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

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability, sexual orientation or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

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

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

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

Sexual harassment may exist when:

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

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

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

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student

is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

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

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

Section 4 Multicultural Policy

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

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.

5. Have your child receive services and be educated in facilities that which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to

school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

The District forwards education records (may include academic, health and discipline records) that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. .

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

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

NOTICE CONCERNING DIRECTORY INFORMATION

The District may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous school attended. A parent or eligible student has the right to

refuse to let the District designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

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

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7 Notice Concerning Disclosure of Student Recruiting Information

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

Section 8 Notice Concerning Staff Qualifications

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

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

the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9 Student Privacy Protection Policy

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

Publication of Student Pictures: York Public Schools is very fortunate to have tremendous coverage of our activities and events from local media. We also utilize our website and social media outlets such as Facebook and Twitter to publicize the great things our teachers and students do throughout the year. If you do not want your child's picture to be published as indicated during the 2014-2015 school year, please submit your request in writing to your child's school office by August 29, 2014.

Parent Denial of Internet Access: York Public Schools considers use of the Internet for educational purposes to be an extension of the media center and, therefore, covered by the Library Bill of Rights. As such, the Internet provides access to numerous additional sources of information to which our libraries subscribe as well as a vast amount of information in the public domain. Use of the Internet for information and research has become an acceptable practice and far outweighs its disadvantages. The school district has in place a policy and procedures for dealing with the acceptable use of this source. In addition, the district uses filtering software on all its computers. This being understood, you as a parent or guardian may still choose to deny your child access to the Internet and, therefore, the use of these sources. As the parent or legal guardian to deny permission for your son or daughter to access networked computer services such as electronic mail and the internet for the 2013-2014 school year, you must submit a written request to the school's office. This written request denying your student access to the internet must be submitted no later than August 31, 2012.

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

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

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

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

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

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

for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

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

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

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

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

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

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

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

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

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

Section 10 Parental Involvement Policies

B. Title I Parental Involvement Policy:

The District’s Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

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

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

(D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

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

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

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

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

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7)

may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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

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

York Public Schools--School-Level Title I Parent Involvement -A copy of the School/Parent Compact can be found below. All students and their parents will be asked to sign a compact in support of the school-wide Title Program. This copy of the compact is for informational purposes only; the compact to be signed by parents, students and teachers, will be provided to parents by the student's classroom teacher at the beginning of the 2014-2015 school year.

(School/Parent Compact)-

The administration, staff and parents of York Elementary School believe that the academic achievement of each student is a responsibility shared by the entire school community. This community includes school board members, community members, school administration, staff, students and parents. Parents are defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education. This policy and compact has been jointly developed and agreed upon by York Elementary School and parents of the students.

Parent involvement activities in the school will include opportunities for:

- *Parents to volunteer and be involved in school activities*

- *Parent education*
- *Parents to provide home support for their student's education*
- *Parents to participate in school wide decision-making*
- *Effective communication between the school and parents*

Responsibilities of school, the school will:

- *Provide a high-quality curriculum and instruction*
- *Supportive and effective learning environment*
- *Enable students to meet the state academic standards*
- *Involve parents in the planning, review, and improvement of Title I program and policies*

With regard to Title I Programs and Plans, the administration will:

- *Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessment used to measure student progress and the proficiency levels students are expect to meet.*
- *Involve parents in the planning, review and improvement of any Title I programs at the school.*
- *If requested by parents, provide opportunities for regular meetings of parent and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.*
- *Administrators will provide timely responses to parents' suggestions and questions.*
- *Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.*

Responsibilities of staff, the staff will:

- *Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.*
- *Hold a parent/teacher conference each year during which the School-Level Involvement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.*
- *Be accessible to parent sand provide opportunities for parents to meet with them on a regular basis to discuss their student's progress.*
- *Provide opportunities for parents to volunteer and participate in their student's class.*

Responsibilities of parents, Parents will:

- *Support their student's learning at home by:*

- *Monitoring attendance*
- *Monitoring completion of homework*
- *Monitoring television watching*
- *Encouraging positive use of extracurricular time*
- *Participate, as appropriate, in decisions related to their student's education.*

Parent Signature *Date*

Student Signature *Date*

Teacher Signature *Date*

Section 11 Homeless Students Policy

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

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

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

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services

offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

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

Section 12 Breakfast and Lunch Programs -discrimination paragraph

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

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

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

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all

such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

- A publicly-announced, simple method for making an oral or written request for a hearing.
- An opportunity to be assisted or represented by an attorney or other person.
- An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
- Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
- An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
- An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
- The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
- The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.

8. Agrees to designate an Authorized Representative to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.

9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

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

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