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TERMINOLOGY USED IN THIS MANUAL

Throughout this manual, when actions, duties or responsibilities are ascribed to the “superintendent” or the “principal,” it shall be understood that those actions, duties or responsibilities are ascribed to the “superintendent or his/her designee” or to the “principal or his/her designee.”

Throughout this manual, when actions, rights or responsibilities are ascribed to the “parent” of a student, it shall be understood that those actions, rights or responsibilities are ascribed to the “parent(s)/guardian(s)” of a student.

LEGAL STATUS OF THE SCHOOL DISTRICT

Nebraska law authorizes the creation of public schools known as Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Nebraska law. This school district shall be known as the **COUNTY OF SHERIDAN DISTRICT #3 dba HAY SPRINGS PUBLIC SCHOOL DISTRICT NUMBER 81-0003** The school district, as a body corporate, possesses all the usual powers of a corporation for public purposes.

This school corporation is located in SHERIDAN County, and its affairs are conducted by elected school officials, known as the Hay Springs Public Schools District #3 Board of Education, Sheridan County. This school corporation has local control over school matters in the territory of the school district, as outlined by the applicable state statutes.

Legal Reference: Neb. Constitution, Art. VII, Sect. 1, 2
 Neb. Statute 79-405
 79-501 et seq.
 Languis v. Deboer, 181 Neb 36 (1966)

Cross Reference: 201.01 Board Powers and Responsibilities

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EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Nebraska, the Hay Springs Public Schools District #3, acting through its School Board, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the school district's ability and willingness to furnish financial support to provide for students in cooperation with their parents and the school district community, the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The board endeavors through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

Legal Reference: Neb. Statute 79-526
 79-701
 NDE Rule 10.012.01A

Cross Reference	103	Equal Educational Opportunity
	104	Educational and Operational Planning
	205	School Board Policy Process
	601	Goals and Objectives of Instructional Plan
	603	Curriculum Development

EQUAL EDUCATIONAL OPPORTUNITY

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The district does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, religion, national origin, age, sex, disability, or marital status, sexual orientation or gender identity in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated as Compliance Coordinator to handle inquiries regarding the non-discrimination policies:

Name and/or Title: **Hay Springs School Superintendent**

Address: **407 North Baker St. Hay Springs, Nebraska 69347**

Telephone No.: **308-638-4434**

The board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, age or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of this policy.

Legal Reference:	Neb. Statute 79-2,114-2,124
	20 U.S.C. §§ 1221 et seq.
	20 U.S.C. §§ 1681 et seq.
	20 U.S.C. §§ 1701 -1721
	29 U.S. C. § 794
	42 U.S.C. §§ 12101 et seq.
	28 C.F.R. Pt. 35.1
	34 C.F.R. Pt. 100
	34 C.F.R. Pt. 104
	34 C.F.R. Pt. 106

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Cross Reference	102 Educational Philosophy of the District
	402.01 Equal Employment Opportunity
	404.06 Harassment by Employees
	501 Objectives for Equal Educational Opportunities for Students
	504.18 Harassment by Students

EDUCATIONAL AND OPERATIONAL PLANNING

At least every 5 years the board shall conduct an in-depth needs assessment, soliciting information from administrators, employees, parents, students and community members, regarding their expectations for adequate student preparation. A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

In all school systems, the continuous school improvement process includes the following activities at least once within each five years:

1. Review and update of the mission and vision statements.
2. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
3. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
4. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
5. Evaluation of progress toward improvement goals.

The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

Legal Reference: Neb. Statute 79-526
 79-701, 702
 79-729
 79-1301
 NDE Rule 10-009

Cross Reference 201.01 Board Powers and Responsibilities
 203.06 Board Committees
 604.01 Basic Instruction Program
 1002.00 District Annual Report

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ANNUAL SCHOOL CENSUS

The board will direct the superintendent to establish a permanent, continuing census of school children residing in the district. A list of the names of district taxpayers and all children from birth through twenty years shall be maintained at the superintendent's office.

Legal Reference: Neb. Statute 79-524
 79-578

Cross Reference: 607.01 Class Size - Class Grouping
 1002 District Annual Report

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RETURN TO SCHOOL COMMITTEE

The district will appoint a Return to School Committee and name a chairperson accountable for the committee's completion of activities recommended by the Nebraska Department of Education.

The Return to School Committee should include staff with appropriate oversight to monitor and guide individual tasks assigned to the Committee. This will include having a representative from each school site in the district. The Committee will involve external partners as needed to support its work and develop strategies for securing assistance, and procuring resources to carry out its tasks.

The Committee will determine and describe a vision in line with local values and community needs within the scope of the Committee's work and communicate this vision with all district stakeholders. The Committee will define and assign the roles and responsibilities of its work. This may include creating subcommittees as needed to carry out portions of the Committee's work.

The Committee and its subcommittees shall carry out a schedule of regular meetings.