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Update and Revision of the School Board Policies Manual of the Blair Community School System

Roger H. Petersen

University of Nebraska at Omaha

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UPDATE AND REVISION OF THE SCHOOL BOARD POLICIES MANUAL
OF THE BLAIR COMMUNITY SCHOOL SYSTEM

A Field Project
Presented to
Faculty of the Graduate School
The University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for
Specialist in Education Degree

by
Roger H. Petersen

January 1974

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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of The Graduate
College of the University of Nebraska at Omaha, in
partial fulfillment of the requirements for the
degree Specialist in Education.

Graduate Committee Hollie Bethel Elem. Ed.
Name Department
Kenneth Bushholder Ed. ad.

Dorothy Keenan Ed. ad.
Chairman

April 18, 1974
Date

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CHAPTER I
INTRODUCTION

Although boards of education have been in existence for 300 years in the United States, until the 1950's little attention had been paid to the provisions of well organized and systematically written board policies. It has been only since the 1950's that educational policy development has been commonly accepted as the most important function of local school boards.

The decade of the 1960's was a period of rapid change for public education. School boards were challenged and subjected to sharp criticisms. Employee professional negotiations, militant students, community factions, and troubled taxpayers brought to bear new pressures to boards of education. The already difficult task of offering quality education for all children by school boards became even more awesome than ever before.

A dramatic event in 1969, school reorganization, added new dimensions to local school governance and school board policymaking for the Blair Community School District. The school reorganization of 1969 joined eighteen rural school districts and the Blair City School district into one consolidated school district. In the process, school board membership was increased from six to nine members.

I. THE PROBLEM

Statement of the Problem. It was the purpose of this study to revise and update the School Board Policies Manual of the Blair Community School District, clarifying the relationships and responsi-

bilities of the school board, administration, school personnel, and community.

Importance of the Study. Blair was founded in east central Nebraska, twenty miles north of Omaha along the Missouri River. For most of its history, Blair has been the county seat and agricultural service center for Washington County. The total population of Washington County declined each succeeding decade from 1900 through 1950; however, the past two decades have shown major population growth within the county, primarily in the city of Blair.

A survey jointly conducted in 1972 by the State Department of Education and the University of Nebraska at Lincoln projected a future population growth in Blair equal to if not greater than that experienced during the past decade. The projection of growth was that from 1970 to 1990 Blair's population would almost double from 6,106 to 11,620. Growth and expansion in Omaha has had and will continue to have an important influence upon the economy, size, and makeup of the population of Washington County and the Blair School District area.

The proposed Missouri River Front Development Project has been another important influence that will have a major impact upon the economy and development of Blair and Washington County. Dana College has also been an important factor in Blair's economic and cultural growth.

The Blair Community Schools have been classified as a Class III School District. It is accredited by the Nebraska State Department of Education and the North Central Association of Colleges and Secondary Schools. When the Blair City Schools and eighteen rural school districts were reorganized in 1969, voters approved the construction of

a 2.7 million dollar junior-senior high school plant. The system was organized on the K-3-3-6 plan to service an enrollment of 1856 students. The assessed valuation of the Blair Community School District for the 1972-73 school year was approximately \$27,479,370 with a bonded indebtedness of approximately \$2,700,000, a general operating levy of 45.49 mills and a 17.99 mill levy for bond retirement and interest. The consolidation of 1969 enlarged the school board of the district and created a need to revise school board policies to provide necessary guidance and direction to the board, staff, and all the constituents of the new district.

Board policies of the Blair Community Schools have lagged in development since the last policy revision in 1963. The rapid changes of a community that has been daily becoming more complex has had real implications and serious consequences for the Blair Board of Education. Updated written board policies are mandatory for the development of a sound educational program and a smoothly operating school system.

It is the intention that the information researched concerning the legal status of school boards, the review of the history of written school policy manuals, the importance of adopting written policies, the principles of writing policies, and the actual revised and updated Policy Manual would be beneficial to the Blair Community School District.

II. DEFINITION OF TERMS

There have been differences in terminology used concerning written policies by writers in the education field. Recently the terminology commonly accepted has been more refined. For the purpose of this study, the following definitions have been adopted:

School Board. School board was a term used to designate any board in control of public schools.

School Board Policy Manual. A school board policy manual referred to the book, notebook, or file containing the district's written policies.

Abridged School Board Policy Manual. An abridged school board manual referred to a partial manual written for a special group such as teachers, parents, or pupils and which covered a subject of interest to that special group.

Comprehensive School Board Policy Manual. A comprehensive school board policy manual referred to a manual containing all broad areas of school board policy.

Policies. A policy was a statement of a principle adopted by the school board to chart a course of action and serve as a guideline for administrative action.

Rules and Regulations. A rule and regulation was the detailed direction used to put policy into practice.

By-laws. By-laws referred to the internal rules governing the organization and operation of a school board.

CHAPTER II

REVIEW OF THE LITERATURE

Since numerous articles have been published concerning the necessity for written board policies, most school board-administrative teams no longer need to have the idea sold to them. When concisely written policies are made available to board members and administrators it is far easier to rule on a given situation.

The necessity for carefully thought out and clearly stated policies to act as guidelines for school board action has been considered imperative. The development of written policies has meant that the board has carefully planned for future action and that it has been better able to distinguish the important from the trivial, the essential from the peripheral.

The formulation of comprehensive written policies helped to insure that boards of education were equipped with the means to handle recommendations, procedures, and problems systematically and impartially. The printed statement of policy enabled boards and their employees and constituents to move forward with confidence in the execution of their respective duties.

Comprehensive written board policies became the board of education's 'bible' in decision-making. They became guidelines to help foster clear thinking on behalf of all people involved in and affected by public school education.

THE LEGAL SETTING OF SCHOOL BOARDS

Early control of schools in America was primarily considered to

be a function of the church. State authority over public schools began in Massachusetts with the law of 1647 which required all towns to establish and maintain schools, and it imposed a fine for failure to do so. This law and others that later followed made the colonies responsible for maintaining schools.

When the colonies became states and as new territories became states, their constitutions provided for creating a state school system. Their legislatures were charged with the duty to create school districts and provide a method for the control and support of those districts.

The legal basis for school boards has been vested in the will of the people as expressed in the constitutions of the states. Statutes pertaining to education, court interpretation of the validity of these laws, and the powers implied under them has further clarified this legal basis. Charles Everand Reeves stated:

The Constitution, statutes, and court decision on matters relating to public schools, school boards, and school districts constitute the foundations of the legal status of school boards.¹

School boards are considered agencies of the state, created by the state, to carry out its educational policies in local communities. The local school board has not had any inherent powers nor have there been any powers conferred upon them by the local community. The school board's authority is only that which has been delegated to it by the state.

¹ Charles Everand Reeves, School Boards, Their Status, Functions, and Activities (New York: Prentice Hall, Inc., 1954), p. 64.

John W. Polley observed:

The public schools occupy a unique place in the legal framework of government. As the Federal constitution does not provide for education, it has been designated a state function. The states, in providing for education, have set up a local operation which by its very nature has meant the exercise of local initiative in the provision for education. The courts have been liberal in their interpretation of the local authority to act. Court interpretations of local actions which exceed the specific power granted by the state law have rested not so much on the strict legal interpretation of the law as on the reasonableness of the actions in terms of the conditions prevailing at the time of the action.²

State Boards of Education have acted as the policy-forming, planning, and evaluative body for state school programs. The State Departments have cooperated with local schools to assist them in carrying out general policies. However, the major responsibility for local education has been delegated to local boards of education.

Lee O. Garber asserted:

A board of education must itself exercise the authority imposed upon it by statute where the exercise of such authority involves judgment or discretion. A board may delegate to a Committee of its own members or to the superintendent authority to make recommendations, but if the final action involves the exercise of judgment and discretion, it must be taken by the board.³

The decades of the 1950's and 1960's, despite our country's tradition of local control by school boards, showed a shift toward operation within a framework of state and national policy. However, the need for dynamic local school board leadership to act as a stimulus for the continuous improvement of public education is as

² John W. Polley, Policies For School Boards (Albany: New York State School Boards Association, 1970), p. 4.

³ Lee O. Garber and Newton Edwards, The Law Governing School Board Members and School Board Meetings (Danville: The Interstate Printers and Publishers, 1963), p. 5.

imperative today as ever before in the history of our country.

Local boards of education are agencies created by the state and operated under state laws but whose members are elected locally. School boards have had the principal responsibility of local policy development for public education. The legal setting of local school boards has mandated two major responsibilities: (1) to enact policy and (2) to see that policy is executed.

HISTORY OF WRITTEN BOARD POLICIES

There have been boards of education in America for approximately 300 years. However, provision for organized, written policies or the process of policymaking was not adopted until the 1950's.

During the National School Boards annual meeting in February, 1952, it was discovered through discussion groups that of two hundred sixty-five school districts represented, only ninety-three or thirty-five percent, had written policies.⁴

In 1958 a survey was conducted by Alpheus L. White, then an Office of Education member, analyzing the characteristics of local school board policy manuals of that time. In this report he stated:

The development of written statements of policy by boards of education is a relatively new movement. References to written policies in the literature of several decades ago are practically nonexistent. Surveys made as late as 1946 indicated that few boards were concerned with written policies. In all but a few school systems, board policies were unwritten or were scattered throughout the official minutes.

Within more recent years it has been almost impossible to find a publication dealing with school board activities that does not make reference to written policies. Recent surveys, while revealing that the practice of developing written

⁴John W. Gilbaugh, The School Board Policy Guide (Manhattan, Kansas: Modern Education Publishers, 1956), p. 2.

policies is far from universal, indicate that more and more boards are interested in developing them.⁵

Prior to White's study, the National School Boards Association and the American Association of School Administrators jointly produced a pioneer publication to provide needed guidance to local school officials.

A notable point made in this 1955 publication, Written Policies for School Boards, was the determination of differences between board policies and administrative rules used to implement board policies.

White's study indicated that the job of spreading the word about written policies and the 'know how' for the formulation of policy manuals was in its infancy. Two additional critically important developments transpired in the late 1950's that added impetus toward the written policies movement.

The production of the voluminous Reference Manual on Written School Board Policies, published by the National School Boards Association in cooperation with the National Education Association, was one significant development. The other was the Davis-Brichell System of School Board Policy Development in the Manhasset, N.Y., Public Schools which was later marketed by Croft Educational Services.

The National School Boards Association reference materials and the Davis-Brichell System both provided valuable models and guidelines for the development of first rate school policies for the decade of

⁵ Alpheus L. White, "Characteristics of Local School Board Policy Manuals," (U.S. Office of Education Bulletin, No. 14, 1959), p. 1.

the 1960's.

However, by the end of the decade of the 1960's, as indicated in a survey conducted by the National Education Association in 1970, most school boards did not have either written policies or established procedures to guide them through a vexation as commonplace as handling complaints from the public.

A new development in 1969 added fuel to the written policy development movement. The National School Boards Association created a new policy development system and service under a U.S. Office of Education research grant that had a significant impact on policy writing and updating for the early 1970's.

The purpose of the new service was to provide member school systems with an expansion of policy development references. Monthly up-to-date reference documents on critical issues and a Clearing House on policies was devised in an attempt to encourage policy writing and updating at the local level.

In October of 1972 a "Survey of School Board Policy Manuals" was made and published by the National School Boards Association Educational Policies Service. The survey indicated that the three year period between 1970 and 1972 was unusually productive in the development of policy manuals.

A total of 93 of 189 respondents (49%) reported that their policy manuals were developed in the 15 year period between 1945 and 1969. In contrast, 96 (51%) said that their manuals were developed within the last three years.⁶

⁶William E. Dickinson, "School Boards Have Made Big Gains Since 1970 In Developing Up-to-date Policy Manuals," (National School Boards Association Educational Policies Service Monthly Bulletin, Volume 1, No. 1, January 1973), p. 1.

It has been estimated that many school systems have not had their policy houses in order. Some school districts have had no policy manuals and others have had manuals that are obsolete.

According to William Dickinson of the National School Boards Association Educational Policies Service in his January 1973 issue of "Updating School Board Policies," these have been the latest developments toward written policy:

1. Many school boards have made dramatic progress in the past three years in updating their policy manuals.
2. The modern board policy manual is a much better organized and a much more comprehensive book than the leaflet type manuals of a generation ago.
3. Many school administrators have come to recognize that policy development requires systematic procedures and that the maintenance of the policy system is an important central office responsibility.
4. Drafting policy statements for the board's consideration has become an important function of the central office staff.
5. The EPS/NSBA policy codification system is being widely adopted by school districts throughout the country.
6. The millennium is not yet here; many school districts are still dangerously behind in using effective policy development practices.⁷

IMPORTANCE OF ADOPTING WRITTEN POLICIES

The premise that all people are responsible for public education policy has been part of the American heritage. All citizens as voters have participated directly or indirectly in public education. This has been part of our representative democracy.

⁷
Ibid.

Written board policies have helped to clarify the objectives that school board members have hoped to achieve and have added a certain consistency to their actions. Written policies became useful guides for the board, personnel, students, and public concerning their schools.

The joint committee of the National School Boards Association and the National Education Association in 1960 stated:

Written school board policies, conveniently organized, are extremely valuable to the board of education, the school staff, pupils, parents, and other patrons of the school. They help in these five important ways.

They bring clarity to school operation. Carefully considered, well written policies enunciate to all persons and groups concerned how the board functions, and how it intends the schools should be operated. They facilitate accuracy in translating any aspect of policy to any person concerned. They clarify the relationship of board, superintendent and staff.

They bring understanding. They help the citizen, the school board member, and the staff member to understand their roles in relationship to the school program. They make it clear to the public how citizens can work with their schools. They speed the orientation of new school board members and new staff members.

They bring good will. Written policies give visible assurance to both the public and staff that citizens and employees are the valued partners of the school board. They give assurance of fair treatment to all segments of the community and to all the groups which have contacts with the school. They improve staff morale by assuring consistency of policy and just treatment.

They provide direction. Written policies give direction providing rules for present action and a basis for future planning. They give continuity and provide clear points of reference for the board whenever it considers possible changes in policy. They ease the evaluation and re-evaluation of the school operation.

They provide for control and efficiency. Written policies facilitate control by establishing guidelines and by spelling out duties and by clarifying working relationships. They help to avoid friction and frustration by clearly distinguishing the

roles of the school board and the administration of the school.⁸

In 1968 a State of Beliefs and Policies of the National School

Boards Associations directed:

School boards should adopt clearly defined written policies, based on a thorough understanding of the educational process. In formulating the policies they should consult individuals and groups affected by the policies, and, since changing conditions bring changing needs, should periodically review policies. They should recognize that while school boards are policy making bodies, they properly delegate the execution of policy to employed professional administrators.⁹

Boards and Superintendents experienced an increased complexity of duties and responsibilities as school systems became larger. The need for systematic written policy development as an alternative to chaos also became increasingly evident.

According to Harold V. Webb written policies can indeed perform magic because they:

1. Increase efficiency. Boardmen and high level administrators alike often can rid themselves of the necessity of making routine decisions over and over again by incorporating these decisions into policies.

2. Help administrators and board members act more decisively. The policy that delineates precisely the responsibilities of board versus staff has yet to be written. Nevertheless, a workable policy should ensure that administrators and boardmen face only a few gray areas of doubt.

3. Expand a board's influence. Written policies lend credibility to board action--human beings, it turns out, tend to respect what is in writing. Written policies moreover, make whimsical administration difficult. They serve routinely to inform the community of its school board's intentions. Through its written policies, a board demonstrates its public willing-

⁸ National School Boards Association, "Statement of Beliefs and Policies," 1968.

⁹ National School Boards Association and National Education Association, How to Develop Written School Board Policies, 1960.

ness to be held accountable for its decisions. And, as more than one board with good policies has learned, those policies can disarm irresponsible critics (accusations from cranks seldom prevail in districts that have developed clearcut policies on the bases of thorough research and sound judgment). Finally, a school board establishes a legal record with its written policies, an especially important consideration for those policies that carry the force of law.

4. Foster stability and continuity. Continually updated policies endure, and they ensure smoother transitions during turnovers.

5. Increase know-how. Comprehensive policies offer board members (especially neophytes) guidelines to handling board business.

6. Help boards help themselves. Written policies can guide board members through complicated problems and can diminish the need for expensive emergency consultation.

7. Create a wealth of resource material. In establishing written policies, a board collects resource material from a variety of sources and establishes a process by which such material can be categorized.¹⁰

The process of written policies development has kept board members cognizant of objectives that were sometimes easily lost in routine matters. The continuous process of reviewing and discarding policies and practices and replacing them with revised and updated policies and practices has enabled board members to remain current with the latest educational developments.

Lack of written policy caused the line of demarkation to be vague as to where the authority of the school board ended and the responsibility of the superintendent began. Written policy as a guide for discretionary action has enabled the school board and the superintendent to better work together as a team to develop a quality educa-

¹⁰ Harold V. Webb, "How To Make Policies That Save You Money and Misery," American School Board Journal CLIX (October, 1972), p. 34.

tional program.

As a good reliable policy manual was being developed, differences among school board members should have surfaced and then should have been resolved. It should be at this time that differences of opinions would be expressed instead of during "crisis situations" before angry citizens gathered at ringside.

The Nebraska State Department in its publication AA Classification Guidelines For Public and Non-Public Systems provided direction to local school systems in developing quality education environments. The pamphlet stated:

The written policies of the local board of education reflect the concern of the district for supporting quality education by:

- 2.31 Presenting in tangible form, the districts commitment to the principle of providing the environment necessary to achieve district goals.
- 2.32 Incorporating statements requiring professional growth among staff members.
- 2.33 Proposing adherences to a salary plan which rewards members for involvement in activities which result in improved professional effectiveness.
- 2.34 Encouraging prospective staff members to remain in the staff through statements outlining fair and equitable professional policies.
- 2.35 Encouraging opportunities within the system, but with provisions for continuous staff evaluation considering pupil learning outcomes as a prime aspect of the evaluation process.
- 2.36 Stimulating professional growth through provisions for district in-service training programs.¹¹

¹¹State of Nebraska Department of Education, "AA Classification Guidelines For Public and Non-Public School Systems," (December 10, 1971), p. 3.

A comprehensive manual on policy development has reduced the likelihood of trouble and has tended to eliminate such common mal-practices as the following:

Instant policymaking. That happens when the school board makes decisions too hastily, without benefit of research, study, cool deliberation, due notice, or professional opinion.

Dictatorial policymaking. That happens when the school board makes policy unilaterally, without seeking the counsel or advice of those who are to be affected--students, teachers, parents, community leaders, etc.

Illegal policymaking. That happens when the board fails to consult its attorney on matters where case law is still being written.

Sloppy policymaking. That happens when the board fails to assign the drafting of policy statements to a competent writer. The language used in policy statements should be clear and unmistakable in meaning.

Contradictory policymaking. That happens when the board has no mechanism (such as a codification system) for the immediate retrieval of all past policy decisions which exist only as historical items buried in the book of minutes.¹²

Written board policies have been important in that they are statements which set forth the purpose and describe in general terms the organization and program of a school system. A framework has been created within which the superintendent and staff have been able to discharge their assigned duties with positive direction. Written policies have provided tangible evidence to community constituents of the board's educational positions and aspirations.

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William E. Dickinson, "Board Policies on Policy Development," (National School Boards Association Educational Policies Service Booklet Kit, Cat. #72-39, June 1972), p. 1.

PRINCIPLES IN POLICY DEVELOPMENT

An important principle in policy development has been that policies were not fixed or final but were always in the continuous process of growth and maturation. When policies have remained stagnant and have not been subjected to evaluation and improvement, they have become outdated.

Policies and procedures have been constantly evolving whether a school board has realized it or not.

It should never be forgotten that every action taken by a board does one of the following three things with respect to policies, whether they have been collected and formulated in written form or not:

1. The board's action conforms to a policy already established.
2. The board's action modifies or reverses a policy previously adopted.
3. The board's action establishes a new policy with respect to a subject not previously covered.¹³

According to Tuttle the motive behind the development of policies has been of significant importance.

A poor type of policy results from a defensive, preventive, or corrective intent. Such a policy is inward looking and restrictive. It results in establishing a status quo which is often only a fancy word for a rut.

On the other hand, a good type of policy results from an approving, encouraging, constructive intent. Such a policy is outward looking and expansive. It leads to growth and progress and a prompt adaptation to changing needs.¹⁴

Board policies must have been well thought out and written if

¹³Edward Mowbray Tuttle, School Board Leadership in America (Danville, Illinois: Interstate Printers and Publishers, 1958), p. 38.

¹⁴Ibid.

they are to be of value to school boards. Lee O. Garber directed:

Putting board policies into writing may cause more trouble than it saves if policies aren't carefully worded. School boards should try to anticipate the unusual and phrase any new rule to cover it. While it is always wise to state things as simply as possible, policies and procedures that are too simple may be subject to various interpretations if they are applied to unusual situations.¹⁵

In writing policies it sometimes has become difficult to distinguish what is a policy and what is a rule or regulation. Most authorities on written policies have felt that the motive or intent of the policy was the crucial issue at stake and that sometimes the two became interwoven. Dr. John Polley observed:

Policies and rules merge one with the other. It is not always easy to see where one begins and the other leaves off. It is no great matter if some rules find their way in among policies. It will not ordinarily be difficult to identify what is policy and what is not, but there will be points at which different boards will exercise different judgments. What one views as policy, another will view as a rule. Such variations are certainly acceptable. What is desired is a clear, concise statement of how the board intends to operate. Good form will help bring this about but the goal is effective, efficient operation and not the form of the final document.¹⁶

The writing of school board policies and the development of a comprehensive policy manual was never meant to be a haphazard operation. The 1973 issue of a "Handbook For School Board Members" states:

In order to successfully achieve all the desired goals in written board policies, it is obvious that guidelines are

¹⁵ Lee O. Garber, "Written Board Policies Spell Trouble If They Are Unclear," Nations Schools LXXIX (May, 1967), p. 114.

¹⁶ John W. Polley, Policies For School Boards (Albany: New York State School Boards Association, 1970), p. 3.

necessary in manual development. The following statements are suggested guiding principles and procedures in policy formulation for the development and refinement of written policy:

1. The ultimate goal of any board policies is the provision of the best possible educational program for the young people of the community.
2. Basic to the development of board policies is a careful consideration of the purposes of the school.
3. Policies should conform to the basic principles that the proper functions of boards of education are those of policy making and appraisal. The mechanics and details of carrying out policies and dealing with school personnel should be delegated to the superintendent of schools.
4. In developing board policies, the following factors should be considered: The requirements of law accreditation, the principles involved in sound educational practice, and the customs and traditions of the local community.
5. Board policies should be the result of cooperation between the administration and the board of education, and opportunities should be considered for bringing faculty members, patrons, and, to some extent, student representatives into the process.
6. Policies should be written in simple, direct language which avoids the heaviness of professional or legal terminology and which has meaning for teachers, students, patrons and other members of the community.
7. In formulating policies, an overabundance of details should be avoided and flexibility striven for, so that rigid statements which rule out justice and common sense will not result.
8. The development of policies should not be a hurried affair; time and effort should be allotted in proportion to the importance of the task.
9. Policies should be periodically reviewed in order that changes can be made when policies do not contribute effectively to good school organization and instruction.¹⁷

¹⁷State Board on School Board Membership, Handbook For School Board Members (Holdrege: Nebraska State School Boards Association, 1973), pp. 23-24.

A comprehensive written policy manual should be helpful in meeting a school district's future problems or needs. However, unexpected issues, some of crisis proportions, have arisen that have forced unprepared school boards into instant policy making. Instant policy making in response to pressure groups or to an emergency situation has been dangerous but unavoidable. The following nine-step method of developing policies in response to unexpected issues has been exceedingly helpful to school boards:

1. Anticipate. This means what it says: Keep your eyes and ears open for sources of potential community eruptions...
2. Study. If the issue at hand is uncomplicated (a few still are), the board and superintendent may be able to accomplish the study stage swiftly...
3. Propose. After the study stage has been completed, somebody--usually the superintendent or a committee of the board--should be charged with putting the consensus into writing in the form of a policy proposal...
4. Notify. Persons and groups interested in or likely to be affected by the proposed policy should be notified of the board's impending action...
5. Read. The board meeting at which the proposed policy receives its first reading should serve to offer the wider community (in addition to those likely to be affected by the policy) an official opportunity to react to the proposal...
6. Adopt or reject. At a subsequent meeting (usually the next one on the board's regular schedule), board and superintendent should have become familiar with varied points of view on the issue and the board should be ready to act...
7. Review. As an effective superintendent helps the board devise policy, so does a conscientious school board exercise its prerogative to review administrative rules and other procedures for implementing the new policy...
8. Disseminate. Don't let the new policy hide in the board minutes...

9. Evaluate. Few policies need or should be policies forever...¹⁸

The occurrence of unexpected situations has caused concern to ill-prepared school boards, but with comprehensively written and conscientiously updated policies such problems should be minimal.

¹⁸Harold V. Webb, "How To Make Policies That Save You Money and Misery," American School Board Journal CLIX (October, 1972), pp. 36-37.

CHAPTER III

DEVELOPMENT OF THE SCHOOL BOARD POLICIES MANUAL

I. PROCEDURES

The initial step in revising and updating the school board policies was to be named by the board of education as the administrator to head a board policies committee. The board was receptive as they had been discussing revision and updating of policies for several years. A committee of three board members was appointed to serve as a sounding board and gatekeeper to evaluate and accept or reject the emerging chapters. The most difficult task came at the onset of this assignment in deciding upon a classification and coding system. This hurdle was cleared by consulting the Education Policies Services of the National School Boards Association to provide guidance in developing a coding and classification system as well as the policies themselves.

Once a policy classification system was decided on, the old School Board Policy Manual and board minutes were consulted to identify current school board policies. Also, established school board practices were taken into consideration while updating the policies.

Members of the State Department of Education were contacted for advice and counsel concerning policy development. Several days were spent in Lincoln reviewing policies of other school systems that were considered excellent policies by the State Department.

School board policy manuals from out state and metropolitan school districts were procured and used as references. The sources that were used for ideas in developing and writing policies were noted and recorded following the policy.

State and federal legislative requirements and North Central Accreditation Standards were studied and legal sources were credited following the policy when applicable.

As proposed chapters were developed, the board policy committee, superintendent of schools, and principals were consulted for input and revisions. Proposed chapters were presented to the board as a whole for consideration and then approval at the next sequentially scheduled board meeting.

II. SCHOOL BOARD POLICIES MANUAL

The following 200 page comprehensive set of policies are the result of two years of study and review by the board policy committee and the head of the policy committee.

A--SCHOOL DISTRICT ORGANIZATION

AA	School District Legal Status
AE	School Board Legal Status
ABA	Authority
ABB	Powers and Duties
ABC	Board Members
ABCA	Number
ABCE	Qualifications
ABCC	Terms of Office
ABCD	Method of Election
ABCEA	Unexpired Term Fulfillment
ABD	School Superintendent Legal Status
AC	School District Organization Plan
AD	School District Attendance Areas
ADA	School Census
AE	School Year
AEA	School Calendar
AEAA	Vacations
AF	School Day
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SCHOOL DISTRICT LEGAL STATUS

AA

The legal basis for education in School District I is vested in the will of the people as expressed in the constitution of the state, the statutes pertaining to education, court interpretation of the validity of these laws, and the powers implied under them. The official name of the school district is "The School District of the City of Blair in the County of Washington in the State of Nebraska." The district is commonly referred to as "Blair Community Schools."

Date: December 11, 1972

Source: Board of Education Policies (1.1.1)

Legal Reference: Nebraska Constitution -- 79-801

SCHOOL BOARD LEGAL STATUS

AB

The board of education of Blair Community Schools derives its legal status from the constitution of the state of Nebraska and the statutes enacted by the Legislature. The board of education acts as an agent of the state in developing an educational program in accordance with the constitution and laws of the state of Nebraska.

Date: December 11, 1972

Legal Reference: Constitution and State Statutes

SCHOOL BOARD AUTHORITY

ABA

The board of education is an agent of the state of Nebraska to administer those school functions delegated to local school districts by the Legislature. The board shall act as a judicial and policy determining body; it delegates all executive functions to the superintendent of schools.

Date: December 11, 1972

Source: Old Blair Policies (1.2.1)

Legal Reference: 79-801

SCHOOL BOARD POWERS AND DUTIES

ABB

The Board of Education shall carry out the duties imposed on it and authorized by law. It shall also determine policies and programs which are for the purpose of providing the best schools and educational programs possible for pupils of the district. Three functional activities are recognized with respect to the Board of Education's administering public education within the district.

1. Policy-Making -- Planning is basic to all activity. Policy-making is that function which determines what shall be done, establishes procedures for accomplishing the tasks, selects an executive officer and delegates to him the placing of plans and policies into operation, and provides the financial means for their achievement.
2. Executive -- This is carried out by the Superintendent of Schools, who acts as the agent of the Board of Education.
3. Appraisal -- Appraisal is that function which attempts through careful examination and study of facts and conditions to determine:
 - a. The efficiency of operation of the general activities.
 - b. The worth and value of results of the activities in relation to the efficiency and value of instruction.

Date: December 11, 1972

SCHOOL BOARD MEMBERS

ABC

Members of the school board shall have power to select their own officers and make their own rules and regulations not inconsistent with any statute applicable to the Blair School District.

Date: December 11, 1972

Legal Reference: 79-807

NUMBER OF SCHOOL BOARD MEMBERS

ABCA

The Blair Community School is a Class III School District and the Board of Education shall consist of nine members.

Date: December 11, 1972

Legal Reference: 79-803

QUALIFICATIONS OF SCHOOL BOARD MEMBERS

ABCB

No person shall be nominated, elected, or serve as a member of the Blair Board of Education unless he is a registered voter in the Blair School District.

Date: December 11, 1972
 Legal Reference: 79-439

SCHOOL BOARD TERMS OF OFFICE

ABCC

Each member's term of office shall begin on the first Tuesday in June following his election and shall continue for four years.

FOOTNOTE: (New Law 1972) (Page 44 of School Law Supplement 1972)

Section 1. (1) At the statewide primary election in each even-numbered year, there shall be elected in each Class II and Class III school district, except a Class III district of which more than one half of the geographical area lies within a city of the metropolitan class, enough members of the board of education to provide a full complement of either six or nine members. The number of members to be elected and the terms for which they will be elected shall be determined by the county clerk or election commissioner with the aid of the secretary of the board of education of the district in accordance with the following:

- (a) The term of each member currently serving on such a board whose term expires in an odd-numbered year is hereby extended to the first Tuesday in June of the following year;
- (b) Each member's term of office shall begin on the first Tuesday in June following his election and shall continue for four years, or until the member's successor is elected and qualified, except as provided in subdivision (c) of this subsection; and
- (c) Terms shall be staggered so that, by not later than the primary election of 1978, three members shall be elected to each six-member board at each election, and either four or five members shall be elected to each nine-member board at each election. In primary elections prior to 1978, where it is necessary, in order to establish the proper staggering of terms, to elect members for terms of different duration at the same election, candidates elected with the greater number of votes shall be elected for terms of four years, and candidates elected with the smaller number of votes shall be elected for terms of two years.

(2) Any vacancy on such a board resulting from causes other than expiration of a term shall be filled by the remaining members for the remainder of the term.

Date: December 11, 1972
 Source: LB 76, Nebr. School Laws, 1972 Supplement

METHOD OF ELECTION FOR SCHOOL BOARD MEMBERS

ABCD

The will of the people of School District #1 is expressed at the state wide primary election in each even numbered year to be held on the day and at the place prescribed by state law.

Date: December 11, 1972

Legal Reference: LB 661 (March 6, 1972) (32-201)

UNEXPIRED TERM FULFILLMENT OF BOARD MEMBERS

ABCD A

Any vacancy or vacancies occurring on the board resulting from causes other than expiration of term shall be filled by qualified citizens appointed by action of the majority of the remaining members for the remainder of the term.

Date: December 11, 1972

Legal Reference: LB Session Laws 1972 E

SCHOOL SUPERINTENDENT LEGAL STATUS

AED

The Board shall appoint a qualified and certificated Superintendent who is not a member of the Board for a term of not more than three years. In the event that any vacancy occurs in the office of the Superintendent, the Board shall promptly fill such vacancy.

Date: December 11, 1972

Legal Reference: 79-519

SCHOOL DISTRICT ORGANIZATION PLAN

AC

School District #1 is organized as a Class III school district.

FOOTNOTE: Nebraska School law, Section 79-102, describes Class III school as: any school district embracing territory having a population of more than one thousand and less than fifty thousand inhabitants that maintains both elementary and high school grades under the direction of a single Board of Education.

Date: December 11, 1972

Legal Reference: 79-801

SCHOOL DISTRICT ATTENDANCE AREAS

AD

The children residing in the school district attend the school nearest them which offers the grade or program of studies for which the children are prepared or registered. When the Board of Education determines that circumstances require it, children residing in one attendance area may be required to attend classes in another attendance area.

Date: December 11, 1972
Source: Old Policy

SCHOOL CENSUS

ADA

A census of school aged children showing the whole number of children belonging in the Blair District from the ages of five to twenty-one years shall be conducted annually and delivered to the county superintendent to be filed on or before July 20th by the school secretary.

Date: December, 1972
Legal Reference: 79-451

SCHOOL YEAR

AE

The school year for the Blair Community Schools shall be comprised of 180 student days.

Date: December, 1972
Source: Old Policy, page 33

SCHOOL CALENDAR (also GERK)

AEA

The Superintendent shall present to the Board of Education a proposed calendar for approval showing the opening and closing dates of school, vacation periods, etc. for the following school year at the March meeting.

Date: December, 1972 - revised
Source: Old Policy

VACATIONS

AEAA

School vacation includes Labor Day, Thanksgiving and the Friday following, Good Friday and the Monday following Easter, and Memorial Day. Christmas vacation is determined annually by the board of education.

Date: December, 1972 -- revised
Source: Old Policy

SCHOOL DAY

AF

Kindergarten shall be conducted on a half-day session. The elementary school day shall not be less than five hours nor more than six. The secondary school day shall not be less than six hours nor more than seven clock hours.

Date: December, 1972
Source: Old Policies
Legal Reference: Accreditation Standards

EMERGENCY CLOSINGS (also EBBD)

AFC

The superintendent shall have the authority to close the schools when local conditions such as severe weather, prolonged power outages, natural disasters or any other condition which endangers the safety of children and school personnel requires the same.

Such closings shall be announced as soon as possible via radio: KOIL, KFAB, WOW, and KHUB.

Since many parents may not be at home, it shall be the policy to retain children and faculty at the school building in case of extreme emergency where less than one hour of warning time is known. Parents may come to the school premises to pick up their children if they so desire, providing the school authorities are contacted first. Students will not be released without parent permission.

Date: December 11, 1972, and August 6, 1973

B--SCHOOL BOARD OPERATIONS

EA	Goals and Objectives
BB	Internal Organization
EBAA	Method of Election
BBAB	Duties
EBABA	President
BBABB	Vice-President
BBABC	Secretary
BBABE	Treasurer
BBABFG	Removal of Board Officers
BBB	Members
EBBA	Duties
BBBB	New Member Orientation
BBBC	Board Member Development Opportunities
BBBD	Bonded Members
BBBE	Compensation
BBC	Board Committees
BBCA	Standing Committees
BBCB	Temporary Committees
BED	Board-School Superintendent Relations
BBE	Attorney
BBF	Advisory Committees
BCAB	Regular Board Meeting
BCAC	Special Board Meeting
BCAD	Adjourned Board Meeting
BCB	Board Meeting -- Order of Business
BCBA	Time and Place
BCBB	Notification
BCBC	Preparation
BCBD	Agendas
BCBF	Rules of Order
BCBFA	Quorum
BCBG	Voting Method
BCBH	Minutes
BCBI	Public Participation
BCBK	Executive Sessions
ED	Policy Development
EDA	Policy Development System Adoption
EDAA	Policy Draft Writer
EDB	Policy Drafting
EDBA	Attorney Involvement
EDBB	Staff Involvement (also GAC)
EDC	Policy Adoption
EDD	Policy Dissemination
EDE	Policy Review
EDG	Administration in Policy Absence

EDH	Suspension of Policies
EDHA	Handling of Complaints
EG	Memberships
BH	Ethics

GOALS AND OBJECTIVES

BA

We believe that the board of education is responsible to the people and therefore should attempt to reflect the opinion of the community; however, school board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the board will not be realized at once, but will set the course of education for future years. The board of education should fearlessly support those educational philosophies and procedures needed to promote an adequate education for this community based upon the needs of the pupil population.

Pursuant to this basic belief, the board of education holds (1) that each person shall be accepted into the educational program as he is; and, (2) to the degree that this community can afford and is willing to furnish financial support, provide opportunities for challenging each person within the limits of his capacity to develop:

1. Physical, mental and emotional health
2. Moral and ethical values
3. An appreciation and reverence for one's role in the family and in civic groups
4. Skills for effectively participating in the democratic processes
5. Ability to communicate ideas
6. Knowledge and understanding of one's natural environment
7. Economic competence as a consumer
8. Saleable skills and vocational competence
9. Appreciation of the arts
10. Wise use of leisure time
11. Zeal for continuous learning and self-improvement

Date: December 11, 1972

Source: Old Board Policies

INTERNAL ORGANIZATION

BB

The Board is organized at the regular meeting in June each year. From their number the Board shall elect by ballot a President and a Vice-President. The Secretary may either be an elected member of the Board or an appointee from outside the Board. The school treasurer shall normally be the City Treasurer, unless the Board, by its own discretion, employ a treasurer.

Date: December 11, 1972

Source: Old Board Policies

Legal Reference: 79-516-06 and 79-809

METHOD OF ELECTION FOR BOARD OFFICERS

BEAA

The officers shall be elected or appointed by a majority of the members of the Board present and voting, and their term shall be for one year, or until their successors are duly elected or appointed. Vacancies of Board offices occurring during the year shall be filled by the Board of Education at its discretion.

Date: December 11, 1972

Source: Old Policies

BOARD OFFICER DUTIES

BEAB

Each officer shall perform the duties of his office as provided by the law and as directed by the majority of the Board of Education.

Date: December 11, 1972

Source: Old Policies

BOARD PRESIDENT

BEABA

The president of the Board shall preside at board meetings and perform the duties imposed by the statutes as may be prescribed by the law or by action of the board. He shall appoint all committees of the Board and shall be ex-officio member of all such committees.

Date: December 11, 1972

Source: Old Policies

Legal Reference: 79-452

BOARD VICE-PRESIDENT

BEABB

The Vice-President shall perform the duties of the President in the absence of the President and shall perform such other duties as may be assigned by the Board. In absence of both the President and Vice-President, the remaining members shall select an Acting Chairman.

Date: December 11, 1972

Source: Old Policies

Legal Reference: 79-452

BOARD SECRETARY

BBAEC

The secretary shall keep records of all meetings, post required legal notices, prepare and sign all legal documents, and perform such other duties as may be required by the board of education and law.

Date: December 11, 1972
Source: Old Policies

BOARD TREASURER

BBABE

The treasurer shall receive, hold in custody, and expend funds as directed by the board of education. He shall furnish a bond, at school district expense, as required by the law.

Date: December 11, 1972
Source: Old Policies
Legal Reference: 79-459

REMOVAL OF BOARD OFFICERS

BEABFG

An officer of the board may be removed for cause by a vote to two-thirds of the members under such form of procedure as the majority of the board may direct for the specific occasion.

Date: December 11, 1972
Source: Old Policies
Legal Reference: 79-462

BOARD MEMBERS

BBB

Members of the board shall have authority only when acting as a board legally in session. The board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is in pursuance of specific instruction of the board.

Date: December 11, 1972
Source: EPS/NSBA and Old Policies

BOARD MEMBER DUTIES

BBBA

The duties and obligations of an individual Board member may be enumerated as follows:

1. To familiarize himself with the State laws, regulations of the State Department of Education, Blair Community Schools policies, rules, and regulations.
2. To have a general knowledge of educational aims and objectives of the system.
3. To work harmoniously with other Board members without trying either to dominate the Board or neglect his share of the work.
4. To vote and act in the Board meetings impartially for the good of the district.
5. To accept the will of the majority vote in all cases and give wholehearted support to the resulting policy.
6. To represent the Board and the Blair Community Schools to the public in such a way as to promote both interest and support.
7. To refer complaints to the proper school authorities and to abstain from individual counsel and action.

Date: December 11, 1972

Source: EPS/NSBA -- BBBA

NEW BOARD MEMBER ORIENTATION

EBBE

The magnitude of school board membership calls for knowledge of and orientation to many areas of information and understandings. Under the guidance of experienced board members and the superintendent of schools, orientation will be provided to new board members through activities such as these:

1. Electees to the Board are invited to attend regular meetings of the board prior to their taking office to help familiarize themselves with established procedures.
2. Each new board member shall receive materials designed to familiarize himself with his responsibilities as a board member. This should include copies of the School Board Policies, Handbook for School Board Members, Nebraska School Laws, or other materials deemed to be helpful.
3. Discussions and visits with the superintendent of schools and other members of the school staff.
4. Workshop for new board members conducted by state and area school board associations.

Orientation shall be considered as an ongoing process for all school board members, and may include such activities as those indicated above and the addition of items such as these:

1. Attendance at school board and administrative conferences and conventions on a local, area, state, and national basis.
2. Exchange of ideas through joint meetings with neighboring school boards.

Date: December 11, 1972

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

BBEC

School board members are encouraged to attend workshops and conventions presented by the state and national school boards association.

Date: December 11, 1972

BONDED BOARD MEMBERS

BBED

The Treasurer of the Board of Education must be bonded.

Date: December 11, 1972

Source: Old Policies

Legal Reference: 79-809

BOARD COMPENSATION

BBEE

Members of the Board of Education shall be paid no compensation for each regular and each called meeting. They shall be reimbursed for expenses in attending meetings of the Nebraska State School Boards Association and the National School Boards Association and for travel expenses related to school board duties. All board members are permitted to receive insurance coverage or other benefits allowed by the law.

Date: December 11, 1972

Source: Sec. 3, LP 1177, Session Laws 1972

BOARD COMMITTEES

BBC

The Board of Education shall have no standing committees. Special committees may be created by the Board for special assignments. When so created, such committees shall be appointed by the President and shall terminate upon completing their assignments, or they may be terminated by a vote of the Board at any time.

Date: December 11, 1972

Source: EPS/NSBA

BOARD STANDING COMMITTEES

BBCA

The principles of good board procedure indicate that the use of standing committees by the board is not good procedure and as such will not be used.

Date: December 11, 1972

Source: EPS/NSBA

BOARD TEMPORARY COMMITTEES

BBCB

The president of the board of education shall authorize special or temporary committees as are deemed necessary. These committees shall report their recommendations to the board for appropriate action. These committees shall dissolve when their reports are accepted by the board.

Date: December 11, 1972

BOARD-SCHOOL SUPERINTENDENT RELATIONS

BBD

It is agreed by authorities in the field of education that legislation of policies is the most important function of a school board, that the execution of the policies should then be the function of the superintendent. Delegation by the board of its executive powers provides freedom for the superintendent to manage the schools within established policies. The superintendent should then be held responsible by the board for results.

Date: December 11, 1972

Source: EPS/NSBA

BOARD ATTORNEY

BBE

The board may appoint and fix the compensation of an attorney. He shall represent the board of education in all legal actions, pass upon the legality of contracts, and interpret school law when requested to do so.

Date: December 11, 1972

Source: Columbus

BOARD ADVISORY COMMITTEES (also KCBA)

BBF

The Board of Education shall welcome the advice and counsel of citizens in the planning and operation of the schools. To facilitate this, the Board of Education may wish to establish Citizen Advisory Committees. The specific duties of such a committee shall be outlined by the Board at the time of appointment. A Citizen's Advisory Committee shall be considered dissolved when its final report is made and acted upon by the Board of Education. The Superintendent of Schools shall be the liaison person in such matters.

Date: December 11, 1972

REGULAR BOARD MEETING

BCAB

The regular meetings of the Board of Education shall be held on or before the second Monday of each month.

Date: December 11, 1972

Legal Reference: 79-805

SPECIAL BOARD MEETING

ECAC

A special meeting of the Board of Education shall be called by the president, or any two members, by serving on the other members a written notice of the time and place of meeting at least 24 hours before the hour of the meeting. Notice to each member shall be sent by messenger or by registered mail. No business shall be transacted except that for which the meeting is called and which shall be stated in the call.

Date: December 11, 1972

Source: Old Policies

Legal Reference: 79-805

ADJOURNED BOARD MEETING

BCAD

Any legal meeting of the Board may be adjourned to a specific time and place. Only problems on the agenda of the meeting adjourned may be acted upon at the adjourned meeting.

Date: December 11, 1972

Source: Old Policies

BOARD MEETING (ORDER OF BUSINESS)

BCB

The order of business at regular meetings of the Board shall include:

1. Call to order
2. Roll call
3. Reading of minutes of last meeting(s)
4. Communications
5. Secretary's report and manifest of bills
6. Treasurer's report
7. Superintendent's report and recommendations
8. Unfinished business
9. New business
10. Miscellaneous business
11. Adjournment

Date: December 11, 1972

Source: Old Policies

BOARD MEETING TIME AND PLACE

BCBA

All meetings of the Board of Education shall be held at the superintendent's office (beginning at 7:30) unless a different place shall be designated by resolution or in the notice of the special meeting.

Date: December 11, 1972

Source: Old Policies

BOARD MEETING NOTIFICATION

ECBB

All official actions of the Board of Education must be taken at a meeting open to the public. No meeting is considered official unless the time and place of said meeting has been publicized.

In cases of emergency, the Superintendent or President may poll members individually on actions to be taken, but such actions shall be ratified in official manner at the next meeting of the Board.

Date: December 11, 1972

Source: Columbus

Legal Reference: 84-1401 and 84-1402

BOARD MEETING PREPARATION

ECBC

The Board of Education may schedule a form of presentation concerning some phase of the curriculum or school operation. Preparation for these shall be made in advance and shall be in readiness when called upon by the president.

The agenda shall be prepared and sent to members of the Board, and others as may be determined, several days prior to the date of meetings.

The minutes of the previous meeting(s) shall be in the hands of all Board members several days prior to the regular meeting. The only exception that shall be made is for special meetings which are called within this time limit.

Date: December 11, 1972

Source: EPS/NSBA

BOARD AGENDAS

BCED

The superintendent shall prepare the agenda for all the Board meetings. He may consult members of the Board from time to time relative to agenda. Business items suggested by patrons of the district shall be submitted in writing and received in the office of the superintendent at least five days before the meeting in order to insure inclusion on the written agenda. The superintendent shall send each Board member, in advance of the meeting, a copy of the agenda together with additional information he believes important or which the Board may require.

Date: December 11, 1972

Source: EPS/NSBA

BOARD RULES OF ORDER

BCEF

The Board shall observe Roberts' Rules of Order, revised, except that the chairman may discuss and have a vote on all matters before the Board.

Date: December 11, 1972

Source: EPS/NSBA

BOARD QUORUM

ECBFA

A majority of the members of the Board, present and voting, shall constitute a quorum for the transaction of business.

Date: December 11, 1972

Source: Old Policies

BOARD VOTING METHOD

ECEG

The voting on all motions and resolutions shall be by roll call.

Date: December 11, 1972
Source: Law and Old Policies

BOARD MINUTES

ECBH

A copy of all motions shall be carefully recorded. The names of those who make motions, those who second motions and those who vote ayes and nays shall be recorded.

The official minutes shall be bound and kept in the office of the Superintendent of Schools. All records of the Board of Education shall be available to citizens for inspection at the Board of Education offices.

A written copy of the proceedings shall be sent to each member of the Board of Education.

Date: December 11, 1972
Source: Old Policies

BOARD PUBLIC PARTICIPATION (also KCA)

ECBI

Regular and special meetings of the board are open to the public and the order of business at any meeting shall include an opportunity for individuals or groups to address the board. The board is not obligated to act on any request unless it has been properly submitted.

Date: December 11, 1972
Source: Columbus
Legal Reference: 84-1401

BOARD EXECUTIVE SESSIONS

ECEK

Meetings of the board are normally public. The board, by majority vote, may recess any meeting in order to convene in executive session, if and whenever such action becomes desirable.

Date: December 11, 1972
Source: Old Policies
Legal Reference: 84-1405

BOARD POLICY DEVELOPMENT

ED

The board of education shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. These guides for discretionary action shall constitute the policies governing the operation of the school system. They shall be recorded in writing.

The formulation and adoption of these written policies shall constitute the basic method by which the board of education shall exercise its leadership in the operation of the school system. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the board of education shall exercise its control over the operation of the school system.

The formal adoption of policies shall be recorded in the minutes of the board of education. Only those written statements so adopted and so recorded shall be regarded as official board policy.

Date: December 11, 1972

Source: EPS/NSBA

BOARD POLICY DEVELOPMENT SYSTEM ADOPTION

EDA

The need for written policies and a system for keeping them up-to-date and responsive to change is imperative. The board encourages use of the Educational Policies Service of the National School Boards Association (EPS/NSBA) in developing and maintaining up-to-date policies for the Blair Community Schools.

Date: December 11, 1972

BOARD POLICY DRAFT WRITER

EDAA

The board of education may assign a draft writer who is responsible for recasting group consensus about policy recommendations into acceptable prose for further deliberation and/or action.

Date: December 11, 1972

BOARD POLICY DRAFTING

EDB

Adoption of new policies, or changing existing policies, is solely the responsibility of the board. Proposals for new policies, or changes to existing policies, may be initiated in writing by any board member, by any citizen of Blair School District, or by any employee of the board. The policy proposals shall be referred to an appropriate committee of the board for detailed study prior to public discussion of the proposal.

Date: December 11, 1972

Source: EPS/NSEA

BOARD POLICY ATTORNEY INVOLVEMENT

BDEA

The school attorney should be consulted concerning adoption of new policies or changing of existing policies to help avoid legality conflicts.

Date: December 11, 1972

BOARD POLICY STAFF INVOLVEMENT (also CMAAA and GAC)

EDBB

In the development of policies affecting personnel, the Board of Education may seek the judgment and counsel of appropriate personnel before adopting such policies.

Members or organizations of the staff may initiate consideration of policies which will be processed through regular administrative channels and, whenever appropriate, will be considered and acted upon by the Board of Education.

Date: December 11, 1972

BOARD POLICY ADOPTION

EDC

Policies introduced and recommended to the board of education shall not be adopted until a subsequent meeting. Thus, time shall be given to permit further study and also to give interested parties to react. However, temporary approval may be granted by the board of education in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

Date: December 11, 1972

Source: EFS/NSBA

BOARD POLICY DISSEMINATION

EDD

The superintendent of schools is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the board and the administrative rules and regulations needed to put them into effect.

Date: December 11, 1972

Source: EPS/NSDA

BOARD POLICY REVIEW

EDE

The president shall appoint a committee to review and appraise existing policies, and to present to the board of education its recommendations for additions or changes. Policies may be adopted, revised, or amended at a regular meeting of the board by a majority vote of the members. Proposed amendments may be voted upon at any meeting subsequent to their presentation. The board shall meet as a committee of the whole at least once a year to review and appraise existing policies.

Date: December 11, 1972

Source: Old Policies

ADMINISTRATION IN POLICY ABSENCE (also CMB)

EDG

In cases where action must be taken within the school system where the board of education has provided no guides for administrative action, the superintendent of schools shall have the power to act, but his decisions shall be subject to review by action of the board of education at its regular meeting. It shall be the duty of the superintendent of schools to inform the board of education promptly of such action and of the need for policy.

Date: December 11, 1972

Source: EPS/NSDA

BOARD SUSPENSION OF POLICIES

EDH

The operation of any section or sections of these policies, not established by law, may be temporarily suspended by a majority vote of the board of education at a regular or special meeting.

The board of education shall notify all employees whenever revisions, additions, amendments, and/or deletions are made.

Date: December 11, 1972

Source: Old Policies

HANDLING OF COMPLAINTS (also KN)

EDHA

Complaints and grievances shall be transmitted to the superintendent, and if an appeal from the superintendent's decision is desired, it may be presented to the board through the superintendent. All complaints shall be in writing and over the signature of the complainant(s). No anonymous correspondence may be considered officially by the board.

Date: December 11, 1972

Source: Old Policies

BOARD MEMBERSHIPS

ECB

The school district may belong to the Nebraska State School Boards Association and National School Boards Association and the members of the board shall be encouraged to attend the meetings of these organizations.

Date: December 11, 1972

BOARD ETHICS

BH

The board subscribes to the following code of ethics:

1. I will work in close cooperation with the entire school board and teaching staff.
2. I will be able to answer intelligently any questions about school matters.
3. I will promote and maintain desirable relations between the school and the citizens, and freely render such services as I am able to contribute to the development of a generation of intelligent citizens of our community, state, and country.
4. I will strive to provide the best educational advantages possible for the children of my community.
5. I will work through the superintendent and his staff, not over or around them.
6. I will not play politics in any way with school interests.
7. I will strive to protect, conserve, and advance the public education of my community for the best interest of all and not to further any selfish interests.
8. I will respect the rights of others in matters of opinion.
9. I will not in any way, belittle the ideas of other board members.
10. I will not promise my vote in advance of a board meeting, but will reserve my decision until I have heard all facts of the problem being considered.
11. I will discourage secret meetings of the board.

12. I will keep confidential matters to myself.
13. I will insist that all school district business shall be open and above board.
14. I will not use school equipment for personal use without consent of the entire board nor buy for personal use at school prices.
15. I will exert my influence to employ the best trained personnel available.
16. I will expect the superintendent to make regular reports on all school conditions.
17. I will give friendly counsel to the superintendent or other person in charge of the school.
18. I will expect our board to spend more time on educational advancement than mere business details.
19. I will insist that complaints, of any kind, be presented in writing or by personal appearance of complainant.

Date: December 11, 1972

Source: Old Policies

C--GENERAL SCHOOL ADMINISTRATION

CA	Goals and Objectives
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CGBB	Administrative Duties
CGC	Administrative Appointment and Separation
CGFG	Administrative Personnel Leaves and Absences
CGFGA	Emergency Leave
CGFGB	Sick Leave
CGFGC	Maternity
CGFGD	Military
CMA	Administrative Rules
CMAA	Rules Drafting
CMAAA	Staff Involvement
CMAC	Rules Dissemination
CMB	Administration in Policy Absence (also EDG)

GOALS AND OBJECTIVES

CA

The basic goals and objectives of the administration shall be to plan for and to control, coordinate, supervise, and direct the whole system as a unified enterprise in accordance with the purposes, policies, plans, procedures, and programs authorized by the board of education. The guiding philosophy of the administrative staff of the Blair Community Schools shall be to provide a stimulating environment to challenge each child to achieve to the maximum of his ability.

Date: August 6, 1973

ADMINISTRATION ETHICS

CB

The professional conduct of every Blair school administrator influences the attitude of the public toward the profession, and, indeed, education in general within the state. Every member of the profession assumes a responsibility to conduct himself in such a professional manner as to reflect honor and dignity on the profession of school administration in Blair.

These policies of ethical practices and professional behavior are designed to encourage and emphasize these positive attributes of professional conduct which characterize strong and effective administrative leadership. Blair administrators recognize and are subject to the Code of Ethics of the Professional Educators as developed and adopted by the Nebraska State Board of Education and interpreted and enforced by the Nebraska Professional Practices Commission. In addition, Blair administrators are subject to the policies for ethical conduct as set forth in this code.

The Nebraska Professional School Administrator:

1. Shall constantly uphold the honor and dignity of his profession in all his actions and relations with pupils, colleagues, board of education members and the public.
2. Shall obey local, state, and national laws; hold himself to high ethical and moral standards, and give loyalty to his country and to the cause of democracy and liberty.
3. Shall accept the responsibility throughout his career to master and to contribute to the growing body of specialized knowledge, concepts, and skills which characterize school administration as a profession.
4. Shall strive to provide the finest possible educational experiences and opportunities to all persons in the district.
5. Shall seek to preserve and enhance the prestige and status of his profession when applying for a position or entering into contractual agreements.
6. Shall carry out in good faith all policies duly adopted by the local board of education and the regulations of state authorities and render professional service to the best of his ability.

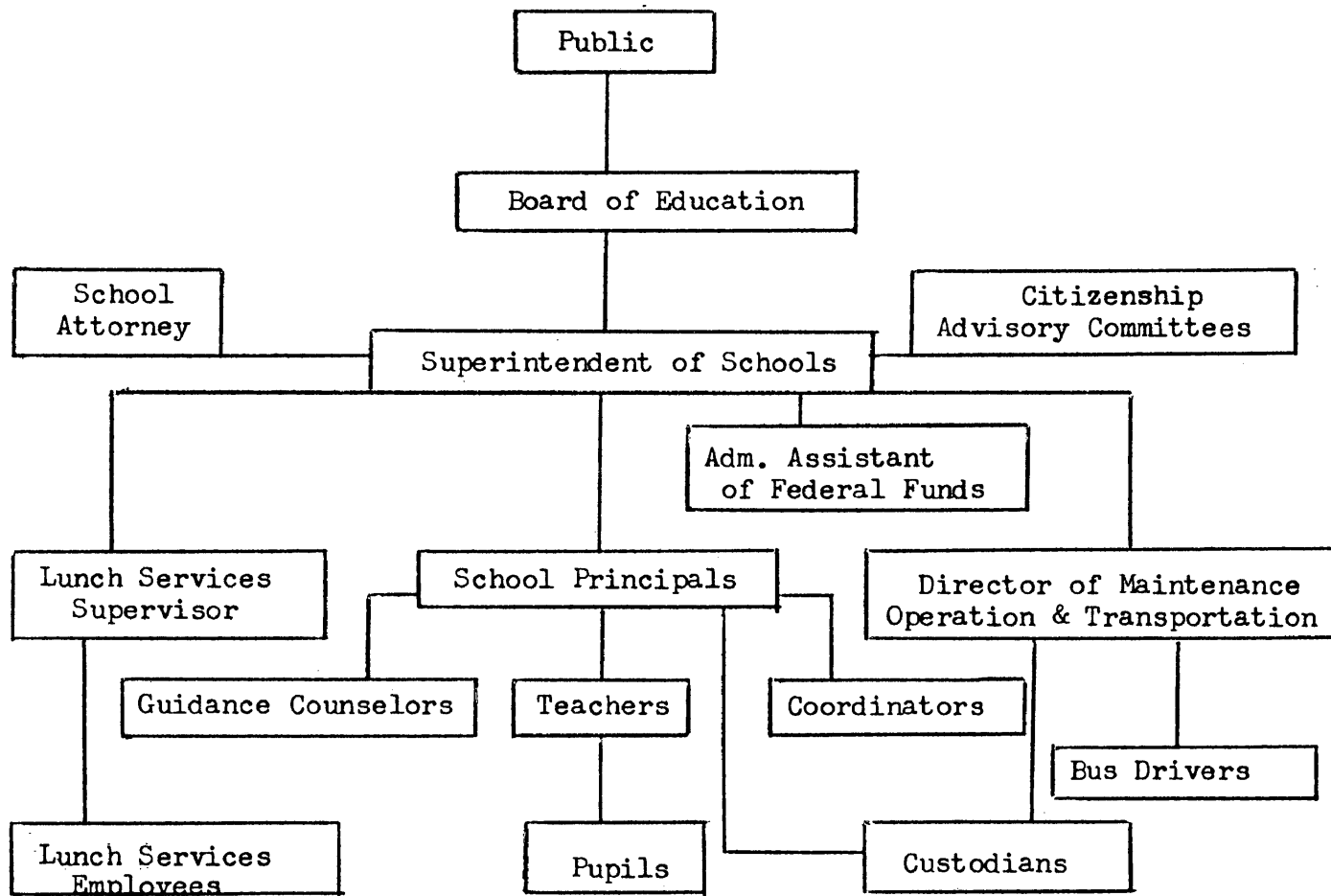
7. Shall honor the public trust of his position above any economic or social rewards.
8. Shall reject those considerations of private gain or personal economic interest that affect the discharge of his professional responsibilities.
9. Shall recognize that the public schools are the public's business and seek to keep the public fully and honestly informed about their schools.

Date: August 6, 1973

Source: Code of Ethics of the NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

SCHOOL DISTRICT ORGANIZATIONAL CHART

CC



LINE AND STAFF RELATIONS

CD

Each administrator shall be responsible to the superintendent of schools. Subject to the general administrative authority of the superintendent, all personnel assigned to a particular school and all other school employees carrying on duties in the building on a consultative, temporary, or part-time basis, are subject to the authority of the person in charge of that school.

Date: August 6, 1973

SCHOOL SUPERINTENDENT

CE

The board of education shall employ a superintendent of schools who shall serve as the executive officer of the board and as administrative head of all divisions and departments of the school system.

The administration of the school system in all its aspects shall be delegated to the superintendent, who shall carry out his administrative functions in accord with the policies adopted by the board of education. The execution of all decisions made by the board concerning the internal operation of the school system shall be delegated to the superintendent.

Date: August 6, 1973

Legal Reference: 79-441

Source: EPS/NSBA and Columbus

SUPERINTENDENT QUALIFICATIONS

CEA

The superintendent of schools shall have the following qualifications:

- A. The superintendent of schools shall have earned at least a specialist's degree from an approved institution.
- B. He shall have had at least five years of experience in teaching and the administration of schools.
- C. He shall have established himself as an educational leader in the profession.
- D. He shall possess good judgment and common sense along with the ability to think clearly and independently, relying on facts instead of prejudices.
- E. He shall demonstrate high business and educational ability and leadership.

Date: August 6, 1973

Source: EPS/NSBA, Old Policies

79-1229 and North Central

SUPERINTENDENT DUTIES

CEB

The superintendent shall be the chief executive officer of the board of education and the administrative head of all divisions and departments of the school system. He may delegate responsibility for the operation of various segments of the school system, but he shall be responsible to the board for the results produced. His specific responsibilities shall be:

1. To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out policies of the board.
2. To recommend the number and types of positions required to provide proper personnel for the operation of such a program.
3. To recommend policies on organization, finance, instruction, school plant, and other functions of the school program.
4. To nominate for appointment, to assign, and to define the duties of all personnel, subject to approval of the board.
5. To confer periodically with professional and lay groups concerning the school program and transmit to the board suggestions gained from such conferences.
6. To supervise the presentation of the annual budget and to recommend it to the board of education for approval.
7. To keep the board of education continually informed on the progress and conditions of the schools.
8. To attend and participate in all meetings of the board of education.
9. To conduct a continuous study of the development and needs of the schools and keep the public informed.

Date: August 6, 1973

Source: EPS/NSBA

BOARD-SCHOOL SUPERINTENDENT RELATIONS

CF

It is agreed by authorities in the field of education that the legislation of policies is the most important function of a school board, and that the execution of the policies should then be the function of the superintendent. Delegation by the board of its executive powers provides freedom for the superintendent to manage the schools within established policies. The superintendent should then be held responsible by the board for results.

Date: August 6, 1973

Source: EPS/NSBA

ADMINISTRATIVE PERSONNEL

CG

Essentially, administration is the process of directing and controlling all aspects of the school district as an organization. Sufficient administrative personnel shall be employed to insure an efficient and smoothly functioning school.

Date: August 6, 1973

ADMINISTRATIVE PERSONNEL POSITIONS

CGB

All administrative and supervisory positions in the school system are established initially by the board, or by state law, or both.

It is the intent of the board to activate a sufficient number of such positions to promote the attainment of our schools' goals.

In each case, the board will approve the broad purpose and function of the position in harmony with state laws and regulations, approve a statement of job requirements as recommended by the superintendent, and delegate to the superintendent the task of writing, or causing to be written, a job description for the position.

The board wishes the superintendent to maintain continuously a comprehensive, coordinated set of job descriptions for all such positions so as to promote efficiency and economy in the staff's operations.

Date: August 6, 1973

Source: EPS/NSBA

ADMINISTRATIVE APPOINTMENT AND SEPARATION

CGC

Board of education shall appoint the superintendent of schools for a term of not more than three years.

He shall be employed on a 12-month basis, with a vacation period of approximately one month. Election of or separation of the superintendent of schools shall take place in accordance with 79-1254.

All principals will be appointed by the board of education after recommendations by the superintendent of schools and approved by the board.

Election of or separation of principals shall take place in accordance with 79-1254.

Date: August 6, 1973

Source: Revised Old Policies

ADMINISTRATIVE QUALIFICATIONS

CGBA

- A. The principals shall have the general qualifications of a teacher of the state.
- B. In addition they shall hold at least a master's degree from an accredited institution with a major in administration and supervision.
- C. They shall have had five years of teaching experience.
- D. They shall have earned at least six hours of graduate work within five years.
- E. Their certificate shall include an administrative endorsement appropriate to the grade level of their building.

Date: August 6, 1973

Source: Old Policies, page 16

Legal Reference: 79-1229

ADMINISTRATIVE DUTIES

CGBB

Under the general direction of the superintendent, each principal shall have direct supervision of all teachers, pupils, and custodians in his building, following the general policies provided by the board of education.

Some other responsibilities of the principal are:

1. He shall be responsible to the superintendent of schools for all organization, administration, and supervision within his jurisdiction.
2. He shall keep the superintendent completely and continuously informed as to the condition of the school and its activities therein.
3. He shall work cooperatively with the teaching staff for the best interests of the children.
4. He shall be responsible for the health and welfare of the children and teachers.
5. He shall be responsible for assisting in the development of the several curricula, and in planning and adapting the courses of study to the needs and interests of the children.
6. He shall be responsible for maintaining good public relations with the community and for utilizing fully the community resources to enrich the learning program.
7. He shall take an active interest in local, state, and national organizations to promote professional improvement and render greater service.
8. He shall constantly appraise and evaluate the instructional program.
9. He shall look upon supervision as a cooperative process involving classroom teachers.
10. He shall oversee the attendance, conduct, and general welfare of the pupils.

11. He shall be responsible for requisitioning supplies, text-books, equipment and all materials necessary to the operation of the school through the office of the superintendent.
12. He shall be responsible for organizing the playgrounds, lunchrooms, and noon hour in the best interest of the students.
13. He shall perform such other duties as may be assigned by the superintendent of schools.

Date: August 6, 1973

Source: Old Policies

ADMINISTRATIVE PERSONNEL LEAVES AND ABSENCES

CGPG

Personal leave may be granted to a maximum of three days per year noncumulative with full pay. In cases where leave for a full day is not necessary, a minimum of one-half day may be granted towards the maximum three days per year.

Personal leave may be granted for the following reasons:

- a. For the transaction of personal business which cannot be arranged at a time other than school hours.
- b. For legal arrangements which are related to the settlement of the real estate of a relative or dependent.
- c. To comply with a court summons.
- d. To take a special examination administered by a university for an advanced degree program.
- e. To attend the funeral of a close friend.
- f. Absence of an employee resulting from mandatory preinduction physical examination requested by the Selective Service System.

Personal leave will be authorized only in those instances involving special obligations which cannot be scheduled at a time other than school hours. Also, personal leave will be authorized only for those duties which cannot be performed by someone else or which are not permissible under emergency leave.

Personal leave may be granted in excess of three days, but loss of full pay will be required commencing with the fourth day of such a leave.

Whenever possible, the approval of the superintendent must be secured before the absence occurs. Failure to comply with this rule may result in loss of pay.

Request for personal leave should be initiated in writing and submitted to the superintendent at least seven days prior to the anticipated date. If this is not possible, oral requests will be honored on short notice; but a written request shall be submitted as soon thereafter as possible.

Date: August 6, 1973

Source: New Policies

EMERGENCY LEAVE

CCPGA

Emergency leave may be granted to a maximum of three days per year cumulative to a maximum of six days, with full pay.

Emergency leave shall be granted to attend the funeral of an immediate relative, which shall be interpreted to include the employee's spouse, parents, children, mother-in-law, father-in-law, brothers, sisters, grandparents, grandchildren, son-in-law, daughter-in-law or any relative who is a permanent resident in the employee's home or for whom the employee has specific responsibility.

Emergency leave may be granted in other cases where it is deemed a true emergency by the employee and by the superintendent.

Any portion of the three days personal leave of an employee may be used as emergency leave in the event all cumulative emergency leave is used.

Date: August 6, 1973

Source: New Policies

SICK LEAVE

CCPGB

Administrators are entitled to six days per year sick leave, cumulative to forty days. In cases of absence beyond cumulative sick leave or absence not excused, the administrator shall forfeit salary, and such deduction shall be based on the number of contract days in the school year.

When for reasons of health or hardship extended leave may be required, the administrator is entitled to leave without pay (beyond the bonafide sick leave provision) and to reinstatement to existing administrative vacancies for which the individual is qualified when the cause of the leave has been removed.

Date: August 6, 1973

Source: 1966 Policy

MATERNITY

CCPGC

When pregnancy is determined the administrator shall notify her superintendent.

With approval of her physician and her superintendent, the superintendent may grant permission for her to work as long as it is mutually agreed that the employee's health and her work efficiency will not be adversely affected.

A pregnant administrator may resign or request a leave of absence. Reinstatement after leave will be determined by existing staff vacancies for which the individual is qualified.

The board of education shall reserve the right to grant or refuse maternity leaves of absence and to review continuation of maternity leave or reemployment of an employee who has resigned due to pregnancy. A return from leave or reemployment procedure cannot be instituted without a doctor's statement certifying that the employee is physically able to work.

Date: August 6, 1973

MILITARY

CGPGD

Leaves of absence are granted for military purposes, but not to exceed the enlistment or draft period. Upon completion of the military service, the individual is entitled to reinstatement at the same salary he would have had he not taken such leave, but subject to the following conditions:

1. The position was not abolished.
2. That he or she is physically and mentally capable of performing the duties of the position.
3. That he makes written application for reinstatement to the superintendent within 90 days after termination of military service.
4. That he submits an honorable discharge from the military service.

Date: August 6, 1973

ADMINISTRATIVE RULES

CMA

The board shall delegate to the superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These rules and these detailed arrangements shall constitute the administrative regulations governing the schools. The board itself shall formulate and adopt administrative regulations only when specific state laws, strong community attitudes, or probable staff reaction requires the board to do so.

Date: August 6, 1973

RULES DRAFTING

CMAA

The board of education shall delegate to the superintendent the function of formulating the administrative rules and regulations designed to carry out the policies of said board. The rules and detailed arrangements shall constitute the administrative rules and regulations governing the schools when adopted by the board of education.

Proposals for said regulations may be submitted by members of the board of education, staff, and the superintendent.

Date: August 6, 1973

Source: EPS/NSBA

STAFF INVOLVEMENT (also EDBB and GAC)

CMAAA

In the development of rules, regulations, and arrangements for the operation of the school system, the superintendent shall include at the planning stage whenever feasible those employees who will be affected by such provisions.

The superintendent shall evolve with professional and non-professional employees, channels for the ready inter-communication of ideas and feelings regarding the operation of the schools.

Date: August 6, 1973

Source: EPS/NSBA

RULES DISSEMINATION

CMAC

For the purpose of keeping staff informed, an administrative handbook detailing the operating procedures for the Blair Community School District shall be developed, with copies provided to board and staff. Developing and maintaining currency of said handbook shall be an administrative responsibility.

Date: August 6, 1973

ADMINISTRATION IN POLICY ABSENCE (also BDG)

CMB

In cases where action must be taken within the school system where the board of education has provided no guides for administrative action, the superintendent of schools shall have the power to act, but his decisions shall be subject to review by action of the board of education at its regular meeting. It shall be the duty of the superintendent of schools to inform the board of education promptly of such action and of the need for policy.

Date: August 6, 1973

Source: EPS/NSBA

D--FISCAL MANAGEMENT

DA Goals and Objectives

DC Annual Operating Budget

DCA Goals and Objectives

DCB Fiscal Year

DCC Preparation Procedures

DCCA Deadlines and Schedules

DCD Preliminary Adoption Procedures

DCE Final Adoption Procedures

DFA Local Revenue Sources

DFB County Revenue Sources

DFC State Revenue Sources

DFD Federal Revenue Sources

DFE Miscellaneous Revenue Sources

DFL Investment Earnings

DFLA General and Building Fund Investments

DG Depository of Funds

DH Bonded Employees

DI Accounting and Reporting

DIA Accounting System

DIBA Types and Deadlines

DIC Inventories

DID Audits

DJB Petty Cash Accounts

DJCA Pay Day Schedules

DJCB Salary Deductions (also GAL)

DJCC Social Security Deductions

DJE Purchasing of Goods and Services

DJEF Requisitions

DJEI Vendor Relations

DJEJ Payment Procedures

DK Student Activities Funds Management (also JHB)

DL Cash in School Buildings

DO School Properties Disposal Procedure

GOALS AND OBJECTIVES

DA

The school board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the board intends:

1. To encourage advance planning through the best possible budget procedures.
2. To explore all practical and legal sources of dollar income.
3. To guide the expenditure of funds so as to achieve the greatest educational returns.
4. To require maximum efficiency in accounting and reporting procedures.
5. To maintain a level of per pupil expenditure needed to provide high quality education.

As trustee of community, state, and federal funds allocated for use in local education, the school board has the responsibility to protect the funds and use them wisely.

Date: June 11, 1973

Source: EPS/NSBA

ANNUAL OPERATING BUDGET

DC

The board requires the superintendent to prepare and present an annual budget which it studies, modifies, and adopts. According to law, the board of education of a third class school district annually, on or before August 1, reports in writing to the county board the entire revenue raised by taxation and all other sources and received by such board of education for the previous fiscal year, and a budget for the ensuing fiscal year.

Date: June 11, 1973

Source: Old Policies

Legal Reference: 79-810

GOALS AND OBJECTIVES

DCA

In developing each operating annual budget, it will be the policy of the board of education to provide an optimum educational program for the children of the Blair Community School District, consistent with the taxpayers ability to support such a program and efforts to achieve a balanced school budget. Before presenting the budget the board of education will scrutinize it thoroughly so that once adopted it can be adhered to as presented.

Date: June 11, 1973

Source: EPS/NSBA

FISCAL YEAR

DCB

The fiscal year shall begin on the first day of September in each year and end August 31 of the following year.

Date: June 11, 1973

Legal Reference: 79-810.01

PREPARATION PROCEDURES

DCC

Budget planning shall be an integral part of program planning so that the budget may effectively express and implement all programs and activities of the school system. Budget planning shall be a year-round process involving broad participation by administrators, teachers, other personnel throughout the school system and citizens.

The preparation of the budget is accomplished by careful appraisal of the needs and requirements in the following areas: administration, instruction, other school services, operation of plant, maintenance of plant, fixed charges, capital outlay and debt service.

Date: June 11, 1973

Source: Old Policies and EPS/NSBA

DEADLINES AND SCHEDULES

DCCA

The superintendent shall annually in July present the board a detailed budget for the ensuing year, including estimated income and expenditures. Such budget will consider inventories, current needs, and desirable improvements or expansion of plant or services. Said budget shall be considered by the board, with suggestions for alterations and provisions made for public hearing or publication of same, with final adoption occurring not later than July 31.

Date: June 11, 1973

Legal Reference: 79-810

PRELIMINARY ADOPTION PROCEDURES

DCD

The board will meet on or before the July meeting for the purpose of fixing and adopting the preliminary budget. Said budget shall be considered by the board with suggestions for alterations and provisions made for public hearing or publication of same with final adoption occurring not later than July 31.

Date: June 11, 1973

Legal Reference: 23-921 to 23-933

FINAL ADOPTION PROCEDURES

DCE

If, as a result of the public hearing, it should be determined that certain changes in the budget are necessary these changes shall be made before the budget is adopted.

The adoption of the budget shall be by roll call vote and the resolution adopting the budget shall be incorporated into the official minutes of the meeting of the board.

Date: June 11, 1973

Source: EPS/NSBA

LOCAL REVENUE SOURCES

DFA

Local sources of revenue are: property taxes, license fee, police court fines, tuition paid privately or by other districts, transportation paid by other districts or privately, and miscellaneous receipts.

Date: June 11, 1973

Source: Old Policies

State Department of Education: Handbook of Instructions for Uniform Financial Accounting in Nebraska Public School District

COUNTY REVENUE SOURCES

DFB

County sources of revenue are: non-resident high school tuition, county fines and licenses, and miscellaneous county receipts.

Date: June 11, 1973

Source: Old Policies

Handbook, ibid.

STATE REVENUE SOURCES

DFC

State sources of revenue are: state apportionment, in-lieu-of school land tax, driver's education aid, state appropriations, insurance premium tax, general state aid, and other state money.

Date: June 11, 1973

Source: Old Policies

Handbook, ibid.

FEDERAL REVENUE SOURCES

DFD

Federal sources of revenue are for vocational education, school lunch monies, DeSoto Wild Life Refuge, ESEA Title I, ESEA Title II, NDEA Title III, and other federal sources. Funds for educational purposes made available by the federal government will be accepted by the school district so long as the conditions of their availability are in harmony with the purposes and policies of the district.

Date: June 11, 1973

Source: Old Policies and Columbus
Handbook, ibid.

MISCELLANEOUS REVENUE SOURCES

DFE

Miscellaneous sources are non-revenue receipts that accrue from the sale of property, sale of funding bonds, short term loans, insurance adjustment, etc.

Date: June 11, 1973

Source: Old Policies,
Handbook, ibid.

INVESTMENT EARNINGS

DFL

All earnings from such investments shall accrue to the respective fund from which the investment has been made.

Date: June 11, 1973

Source: Old Policies
Legal Reference: 79-1308.01

GENERAL AND BUILDING FUND INVESTMENTS

DFLA

When, in the interest of wise fiscal responsibility, funds have accumulated that are not immediately needed, the same may be invested on a short term basis in either Certificates of Deposit or U.S. Treasury Bills.

Date: June 11, 1973

Source: Old Policies
Legal Reference: 79-1308.01

DEPOSITORY OF FUNDS

DG

The board of education annually in June designates the school depository.

Date: June 11, 1973
Source: Old Policies

BONDED EMPLOYEES

DH

The school treasurer shall furnish a bond, at school district expense, as required by law. Superintendent, principals, teachers, secretaries, lunch ticket managers and others who handle funds in the local schools shall be covered by a blanket bond (\$2,500) before entering upon their duties.

Date: June 11, 1973
Source: Old Policies
Legal Reference: LB 79-459

ACCOUNTING AND REPORTING

DI

All operational bills, properly verified by the superintendent, shall be submitted at regular monthly meetings, and upon authorization of the board the secretary shall draw a warrant upon the treasurer for their payment. Such warrant shall bear the signature of the president and the secretary.

Date: June 11, 1973
Legal Reference: 79-450

ACCOUNTING SYSTEM

DIA

A system of accounts which conforms with the principles, practices, and codes as established by the Federal government and the State Department of Education shall be used.

Date: June 11, 1973
Source: EPS/NSBA
Legal Reference: 79-4, 141

TYPES AND DEADLINES

DIBA

- (a) Monthly Report by Treasurer
The treasurer shall report to the board the receipts and balances of the district funds.
- (b) Monthly Report by Secretary
The secretary shall report the expenditures of funds in each fund provided in the budget.
- (c) Monthly Report by Superintendent
The superintendent shall report the balances in various activity accounts for each month.

Date: June 11, 1973
Source: Old Policies

INVENTORIES

DIC

The superintendent shall keep accurate records of textbooks, library books, and movable equipment--including audio-visual education equipment, athletic equipment, music equipment and uniforms, typewriters and office equipment.

Date: June 11, 1973

AUDITS

DID

The financial records of the district and the School Activity account shall be audited annually by a Certified Public Accountant. The superintendent is custodian of this account and shall be bonded annually.

Date: June 11, 1973
Source: Old Policies
Legal Reference: 79-546

PETTY CASH ACCOUNTS

DJB

In order to facilitate refunds and minor purchases, the superintendent shall establish a petty cash fund.

Date: June 11, 1973
Source: EPS/NSBA

PAY DAY SCHEDULES

DJCA

Regular employee's salaries are payable the last teaching day of the month.

Date: June 11, 1973
Source: Old Policies

SALARY DEDUCTIONS (also GAL)

DJCB

Upon written request by the employee, the board authorizes the secretary to deduct from monthly salary:

- a. The amount necessary to cover the employee's group insurance.
- b. The amount necessary to cover tax sheltered annuities. This amount shall be in compliance with the amount the employee requests and the limit in accordance to the limit prescribed by law. Both of the foregoing deductions shall be restricted to one change in a contract year.

Date: June 11, 1973
Legal Reference: Present Policy 8-24-71, 44-1602ff
Internal Revenue Service: Publication 571 (10-71)
TAX SHELTERED ANNUITY PLANS FOR EMPLOYEES OF PUBLIC SCHOOLS AND CERTAIN TAX-EXEMPT ORGANIZATIONS

SOCIAL SECURITY DEDUCTIONS

DJCC

All regular employees are included in Social Security.

Date: June 11, 1973
Source: Old Policies
Legal Reference: 81-901
79-1056ff

PURCHASING OF GOODS AND SERVICES (cf. DJF)

DJE

The board of education recognizes the advantages of centralized purchasing in that volume buying insures the maximum value for each dollar spent. The purchase of books and necessary educational equipment, materials, and supplies for the school system shall be left to the superintendent, subject to the provisions made in the budget.

Decisions on purchases shall be based on:

1. Specifications which stress good quality within limitations of the budget.

2. The lowest cost within adherence to the specifications.
3. Consideration for the quality of service.
4. Promptness of delivery.

Date: June 11, 1973

Source: Old Policies and EPS/NSBA

REQUISITIONS

DJEF

All purchases by the district shall be by requisition from the office of the superintendent. The district shall not be held responsible for purchases not made in this manner. The board is cognizant of the value of textbooks, particularly of many texts with late copyrights. In order to maintain a set policy, textbooks are to be used at least five years, if possible, before being replaced.

Date: June 11, 1973

Source: Old Policies

VENDOR RELATIONS

DJEI

No member of the board or employee of the district will accept gifts from any person, group, or entity doing, or desiring to do, business with the district; and all business-related gratuities are specifically prohibited except nominal value advertising items widely distributed.

Date: June 11, 1973

Source: EPS/NSBA

PAYMENT PROCEDURES

DJEJ

The approval and payment of bills is authorized only at regular monthly meetings of the board. Payment of the bills must have the approval of the superintendent as well as the board.

Date: June 11, 1973

Source: Old Policies

STUDENT ACTIVITIES FUNDS MANAGEMENT (also JHB)

DK

All monies accruing to the various school organizations and activities shall be placed in the common depository known as the Activity Fund. The management of that fund is vested in the superintendent or his designee.

Monies received to the Activity Fund shall be receipted to the proper account and all payments from the account shall be by check upon order either of the superintendent or the specific activity sponsor.

Reports of the status of these funds shall be made monthly to the board of education.

The Activity Fund is to be audited annually by a Certified Public Accountant.

Students involved in raising class funds should be involved in decisions resulting in expenditures of funds accrued by said class. At the end of the senior year for a class, if surplus funds exist, the board believes that the class working with the sponsor and principal has the right to make decisions as to the expenditure of the surplus funds. The board recommends the following as a possible means of expenditure:

1. Scholarship fund
2. Allocate to a 9, 10, 11 grade class
3. Gift to the school (equipment or material)
4. Library
5. Memorium

The board also believes that students of this age level will act with a high degree of integrity and responsibility, thus, reflecting those qualities acquired during their affiliation with our schools.

Date: February 13, 1973 and June 11, 1973

Source: Old Policies and EPS/NSBA

Legal Reference: Handbook of Instruction for Uniform Financial Accounting in Nebraska Public School Districts - State and Federal Laws on Accounting

CASH IN SCHOOL BUILDINGS

DL

All monies collected shall be receipted, accounted for and directed, without delay, to the proper location of deposit.

In no case shall monies be left overnight in schools, except in safes provided for safe keeping of valuables, and even then not to exceed more than a few dollars. All schools shall provide for making bank deposits after regular banking hours in order to avoid leaving money in school overnight.

Date: June 11, 1973

SCHOOL PROPERTIES DISPOSAL PROCEDURE

DO

The board of education shall make such provisions as are deemed necessary to dispose of any real estate owned by it but no longer needed for public school purposes. Once school real estate is no longer needed for public school purposes, formal steps shall be undertaken to dispose of this real estate in accordance with the manner prescribed by state law and appropriate real estate transaction procedures.

Date: June 11, 1973

Source: EPS/NSBA

Legal Reference: 79-521

E--BUSINESS MANAGEMENT

EA Goals and Objectives

EB Buildings and Grounds Management
EBA Insurance Program
EBB Safety
EBBB Warning Systems
EBBC Emergency Drills (also JGFA)
EBED Emergency Closings (also AFC)
EBBE Emergency Disaster Plans
EBBF Traffic and Parking Controls (Cf. JGFD, JGFF)
EBEG Safety Inspections
EBC Security
EEE Cleaning Program
EEG Repairs
EBI Long-Range Maintenance Program
EBJ Buildings and Grounds Records

EC Equipment and Supplies Management

ED Student Transportation Management
EDA Board of Education Responsibilities
EDB Transportation Supervisor Responsibilities
EDC Driver Responsibilities
EDD Regulations for Extra-Curricular or Non-Routine Use of
Buses
EDE Pupil and Parent Responsibilities
EDF Insurance Program
EDG Transportation Records

EE School Lunch Services Management
EEA Responsibilities of Board
EEB Responsibilities of School Lunch Services Supervisor
EEC School Lunch Services Employee Responsibilities
EED Pupil and Parent Responsibilities
EEE School Lunch Service Records

GOALS AND OBJECTIVES

EA

The board recognizes that following the adoption of the budget and the establishment of the accounting system, it is necessary to devise and administer an effective business management program.

Administrative action requires a control system in order to accomplish the basic objectives of a business management program which are as follows:

1. security
2. economy
3. quality
4. equity to the user
5. program efficiency
6. safety

Date: August 6, 1973

BUILDINGS AND GROUNDS MANAGEMENT

EB

The maintenance and operation of the entire school plant, composed of all land and buildings used for school purposes, shall be directed by the supervisor of buildings and grounds. Subject to his responsibility to the superintendent he shall assign personnel within the limits approved by the board to operate all buildings at satisfactory standards of heating, lighting, cleanliness, and sanitation. He shall also maintain a continuous program of repainting interiors and exteriors and of repairs within funds provided by the board so that all structures may be kept at an acceptable standard.

Date: August 6, 1973

INSURANCE PROGRAM

EBA

The board shall maintain a comprehensive insurance program that will provide adequate coverage in the event of loss or damage of school buildings and equipment. Such program shall be reviewed periodically to ensure adequate coverage. The board of education shall purchase liability insurance necessary to protect itself as a corporate body, its individual members, its appointed officers, and its employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental injury to any person or in property damage within or without the school buildings while the above named insured are acting in the discharge of their duties within the scope of their employment and/or under the direction of the board.

Date: August 6, 1973

Source: Policies, Fall 1972

SAFETY

EBB

The school shall provide a continuous program of safety to avoid any unnecessary loss to the district. This shall include periodic inspections of premises and equipment, accident prevention campaigns, daily bank deposits, regular audits, and other precautionary measures.

Date: August 6, 1973

WARNING SYSTEMS

EBBB

All warning equipment is to be kept in excellent condition for immediate use at all times.

Date: August 6, 1973

Source: Fire Marshal regulations

EMERGENCY DRILLS (also JGFA, LDAL)

EBBC

Special emergency drill activities will be conducted by the principal, head custodian, and faculty of each building to assure orderly movement and placement of students in the safest available building or adjoining area.

Since many parents may not be at home, it shall be the policy to retain children and faculty at the school building in case of extreme emergency where less than one hour of warning time is known. Parents may come to the school premises to pick up their children if they so desire providing the school authorities are contacted first. Students will not be released without parental permission.

Date: August 6, 1973

Source: EPS/NSBA

EMERGENCY CLOSINGS (also AFC)

EBED

The superintendent shall have the authority to close the schools when local conditions such as severe weather, prolonged power outages, natural disasters or any other condition which endangers the safety of children and school personnel requires the same.

Such closings shall be announced as soon as possible via radio KOIL, KFAB, WOW, and KHUB.

Since many parents may not be at home, it shall be the policy to retain children and faculty at the school building in case of extreme emergency where less than one hour of warning time is known. Parents may come to the school premises to pick up their children if they so desire, providing the school authorities are contacted first. Students will not be released without parent permission.

Date: August 6, 1973

Source: EPS/NSBA

EMERGENCY DISASTER PLANS

EBBE

Emergency disaster plans shall be developed in cooperation with the State Department of Education and the Blair community and be coordinated with the local and state emergency plans.

This plan is to be developed to be used in case of blizzard or ice storm, chemical accident, bomb threat, fire, nuclear attack, or tornado.

Date: August 6, 1973

TRAFFIC AND PARKING CONTROLS (Cf. JGFD, JGFF)

EBBF

Students will not be allowed to drive any vehicle during the school day without permission from the principal. Students who persist in violating this regulation are subject to suspension by the principal.

Date: August 6, 1973

SAFETY INSPECTIONS

EBEG

The Supervisor of Buildings and Grounds cooperatively with the principal and head custodian of the respective buildings shall periodically conduct safety inspections of their school plants. Safe practices in the use of electrical, plumbing, and heating equipment is imperative. The board encourages close cooperation with the local police and sheriff's department, fire department, and with insurance company inspectors.

Date: August 6, 1973

SECURITY

EBC

Buildings of the Blair School District constitute one of the greatest investments of the school district. It is deemed in the best interest to protect the district's investment adequately.

Security shall mean not only maintenance of a secure building from a locking standpoint, but secure from fire hazards and faulty equipment. Security should also extend to safe practice in the use of electrical, plumbing, and heating equipment.

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it.

An adequate key control system shall be established which will limit access to buildings to authorized personnel and will safeguard against the potential of entrance to buildings by keys in the hands of unauthorized persons.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Watchmen may be approved in situations where special risks are involved when deemed appropriate.

Date: August 6, 1973

Source: EPS/NSBA

CLEANING PROGRAM

EBE

An effective cleaning program for all buildings and grounds shall be developed cooperatively by the superintendent, supervisor of buildings and grounds, head custodians and principals of respective schools. Clean and sanitary buildings and grounds are important to guarantee a safe and healthful climate for all students.

Date: August 6, 1973

REPAIRS

EBG

Each year not later than the March meeting of the board, the Supervisor of Buildings and Grounds shall submit a recommended program of repairs and maintenance for the current year, particularly the items to be given attention during the summer months. Upon approval of this annual program he shall proceed with plans and specifications for all projects requiring public letting of contracts and with the program of work on all other items.

Date: August 6, 1973

LONG-RANGE MAINTENANCE PROGRAM

EBI

The Supervisor of Buildings and Grounds shall prepare and keep up-to-date a continuous program of maintenance and repairs of buildings and grounds and of desirable additions and expansions on at least a five year basis. This program shall set forth in a suitable system of records, continuously revised, to show recommended projects by priorities, completed projects, estimated and actual costs, firms participating, and other data which the Supervisor of Buildings and Grounds and the board may consider valuable and needful.

Date: August 6, 1973

BUILDINGS AND GROUNDS RECORDS

EBJ

The Supervisor of Buildings and Grounds shall keep such records as deemed necessary by the superintendent of schools.

Records and funds should be kept in a safe place and under lock and key when required.

Date: August 6, 1973

EQUIPMENT AND SUPPLIES MANAGEMENT

EC

The board of education recommends that the superintendent use a central receiving, storing, and distributing system for all supplies and equipment. Storage area should be designed in such a way that perpetual inventories and periodical physical counts are practical. An effective delivery system of supplies and equipment should be devised.

Date: August 6, 1973

STUDENT TRANSPORTATION MANAGEMENT

ED

The Blair Community School District shall furnish school bus transportation for all pupils to and from school who live outside the Blair city limits prior to January 1, 1969. The transportation system shall provide a service for promoting safe and healthful pupil transportation, and contribute to the operational economy and efficiency of the Blair School District.

The Blair Community Schools transportation system shall comply with existing Nebraska Statutes and State Department rules and regulations.

Date: August 6, 1973

Source: Current Policy

BOARD OF EDUCATION RESPONSIBILITIES

EDA

The board of education shall maintain or determine:

1. General supervision and control over the transportation program at all times. The board shall delegate the actual responsibility for direct control to the person designated by the superintendent and board of education to be responsible for transportation programs.
2. That maximum one way travel time shall not exceed 1 hour for all pupils and all pupils will be provided a seat. No standees.
3. That maximum speed for buses shall not exceed 55 miles per hour on regular highways and 55 mph on Interstate highways.
4. That transported pupils shall not arrive at school more than thirty minutes before school opens.
5. That bus routes will be established only on improved and well maintained county and state roads. Buses will not travel in private drives or on ungraveled roads.
6. That bus stops will be limited when possible, so that pupils from several homes, within $\frac{1}{4}$ mile area can meet at a central point safely for group pickup.

Date: August 6, 1973

TRANSPORTATION SUPERVISOR RESPONSIBILITIES

EDB

The transportation supervisor shall:

1. See that all school buses are safe and satisfactory and in good mechanical condition for the school year.
2. Be directly responsible to the school superintendent.
3. Recommend the employment of qualified drivers, only after completing bus driver training program and completion of state qualifications.
4. Inform drivers of their routes, duties, and laws and regulations under which buses are to be operated in the Blair School District.
5. Lay out carefully the various bus routes and maintain a map showing their location.
6. Inspect and set up regular maintenance programs for buses.
7. Submit salary schedule for school bus drivers to board of education for consideration before the beginning of each school year.
8. Ascertain that school bus drivers when employed shall be a minimum of 20 years of age by December 31 of insuing year, and shall not have reached the age of 62.

9. Maintain a list of pupils being transported on each bus and departure time schedules of each stop to be kept in supervisor's office and in the bus at all times. When on schedule there shall be no waiting for tardy pupils. When ahead of schedule, the drivers shall wait for any pupil until the time of departure on schedule.
10. Attend at least one national or regional in-service meeting annually. He shall attend all state and area in-service activities and workshops.
11. Plan and implement a safety program for drivers and help school administrators with a safety program for student passengers.

Date: August 6, 1973

Source: Current Policies

DRIVER RESPONSIBILITIES

EDC

The driver shall:

1. Have a high school education or equivalent.
2. Have a record of safe driving.
3. Possess a Nebraska Driver License.
4. Possess a Nebraska School Bus Drivers permit.
5. Be responsible for the safety and well being of his/her passengers.
6. Be responsible for appearance and cleanliness of windows and interior of bus.
7. Report mechanical defects which may develop on bus.
8. Report safety hazards that may exist along bus routes.
9. Prepare necessary reports and forms, neatly and accurately.
10. Observe safe driving practices.
11. Maintain order and discipline on bus.
12. Keep neat appearing and set a proper example for the pupils.
13. Attend all driver meetings and workshops assigned by transportation supervisor.
14. Report any involvement in an accident and keep school posted on any change in Nebraska Driver License.
15. Report major infraction of bus rules to supervisor, and may make request for the removal of student's riding privilege.
16. Not allow students not assigned to his bus to ride unless prior approval from parents and the school bus supervisor has been received.

Date: August 6, 1973

Source: Current Policies

REGULATIONS FOR EXTRA-CURRICULAR OR NON-ROUTINE USE OF BUSES EDD

1. No extra-curricular or non-routine trip shall be allowed unless there has been prior approval by the superintendent of schools or some one appointed by him.
2. Applications for extra-curricular trips shall be made out and approved at least 2 days in advance of trip.

Date: August 6, 1973
Source: Current Policies

PUPIL AND PARENT RESPONSIBILITIES

EDE

1. Pupils and parents must assume that bus transportation is a privilege, not a right.
2. Pupils will ride assigned buses both to and from school and will not be let off at any other stop than their own without permission from a parent.
3. Parents are responsible for safety of pupils while going to and from pickup points for their meeting the bus on schedule.
4. Parents and pupils will be held responsible for any damage to a bus by the pupils.
5. Parents and pupils will receive one warning for normal discipline problems. Second report may mean the forfeiture of riding privilege.

Date: August 5, 1973
Source: Current Policies

INSURANCE PROGRAM

EDF

Bus and transportation insurance shall be purchased in amounts of \$100,000 per person, \$300,000 for an accident, \$50,000 property damage with a \$1,000 medical payment and an excess policy in the amount of \$1,000,000.

Date: August 6, 1973
Source: Board Policy, August, 1969

TRANSPORTATION RECORDS

EDG

The supervisor of transportation shall keep such records as deemed necessary by the superintendent of schools. Records and funds should be kept in a safe place and under lock and key when required.

Date: August 6, 1973

SCHOOL LUNCH SERVICES MANAGEMENT

EE

It shall be the purpose of the food service program to provide well-balanced meals that are nourishing at moderate prices in pleasant surroundings. The program also provides a teaching situation in which the foods that children need for proper growth and development are served in an appetizing manner so they will be readily accepted. The program contributes to the social education of the child by providing an opportunity to practice good table manners.

Date: August 6, 1973

Source: EPS/NSBA

RESPONSIBILITIES OF BOARD

EEA

The board of education shall maintain or determine:

1. At all times general supervision and control over the school lunch program. The board shall delegate the actual responsibility for direct control to the person designated by the superintendent and board of education to be responsible for the school lunch services program.
2. Facilities and equipment including adequate space for preparing, serving, storing food and supplies.
3. General building maintenance, decoration, and cleanliness.
4. Personnel for proper supervision during the lunch period.
5. Safe and sanitary conditions for pupils and employees.
6. The price of food to be reasonable so that children can afford to purchase lunch at school.
7. Adherence to the "Statement of Board Policy for Determining Eligibility for Free or Reduced Price Meals" from the State Department of Education and U.S. Department of Agriculture as school board policy.
8. That the total school lunch program shall basically be self-supporting. The board of education shall provide necessary facilities, equipment, and supplies with depreciation charges made against the lunchroom fund.
9. That the opportunity and a welcome to stay at school for lunch shall be extended to all Blair Community Schools children with no discrimination for race, creed, color, religion, or proximity to school.

Date: August 6, 1973

RESPONSIBILITIES OF SCHOOL LUNCH SERVICES SUPERVISOR

EEB

The school lunch services supervisor shall:

1. See that the kitchen and all serving areas are sanitary and safe. All kitchen equipment shall be kept clean and in good mechanical condition.
2. Be directly responsible to school superintendent.
3. Recommend the employment of employees.
4. Inform employees of their duties and the laws and regulations under which School Lunch Services are to be operated in Blair School District.
5. Lay out carefully the food truck delivery route and schedule.
6. Inspect and set up regular maintenance programs for the high school kitchen and satellite equipment.
7. Submit salary schedule for school lunch services employees to board of education for consideration before the beginning of each school year.
8. Attend at least one national or regional in-service meeting annually. He shall attend all state and area in-service activities and workshops.
9. Plan and implement a sanitation program for employees and help school administrators with a social education program for students.
10. Be responsible for procurement of food supplies and supervision of food preparation.

Date: August 6, 1973

SCHOOL LUNCH SERVICES EMPLOYEE RESPONSIBILITIES

EEC

The school lunch services employee shall:

1. Have a record of good health.
2. Keep neat in appearance and set proper example for the pupils.
3. Attend all food service meetings and workshops assigned by supervisor.
4. Be responsible for cleanliness and orderly arrangement of the kitchen and cafeterias.
5. Report mechanical defects of kitchen equipment to supervisor.
6. Have the ability to work well with children.
7. Have a pleasing personality that contributes to making an enjoyable lunch experience.

Date: August 6, 1973

PUPIL AND PARENT RESPONSIBILITIES

EED

Pupil and parents shall:

1. Assume that food service is a privilege, not a right.
2. Abide by the ruling that all pupils will be kept at school for lunch unless a written permit is received from the parent.
3. Receive one warning for normal discipline problems. Second report may mean the forfeiture of eating privilege.
4. Be aware that tickets must be purchased in advance of lunch service. No credit will be furnished by the school.

Date: August 6, 1973

SCHOOL LUNCH SERVICE RECORDS

EEE

The supervisor of school lunch services shall keep such records as deemed necessary by the superintendent of schools. Records and funds should be kept in a safe place and under lock and key when required.

Date: August 6, 1973

F--FACILITY EXPANSION PROGRAM

FA Goals and Objectives
FB Initiation of a Facility Expansion Program
FC Facility Expansion Action
FD New Construction Plans
FE Authorization of New Construction
FF New Construction Supervision

GOALS AND OBJECTIVES

FA

It is board philosophy that children are the heart of a school. A facility expansion program must be conceived in such a framework if it is to implement rather than impede the functioning of a good school program. The board's goal is to provide an optimum educational setting for the children and adults of the Blair Community School District consistent with the taxpayers ability to support such a program.

Date: November 12, 1973

INITIATION OF A FACILITY EXPANSION PROGRAM

FB

The superintendent is responsible for initiative in planning for a facility expansion program. The superintendent shall conduct a continuing survey of district needs and keep the board informed of his findings. He shall prepare and continually modify a facility expansion program so as to anticipate site acquisition and new construction needs sufficiently in advance to allow for careful, unhurried planning on the part of the board of education.

Date: November 12, 1973

FACILITY EXPANSION ACTION

FC

The board of education is responsible for action on the tentative recommendations of the superintendent. The board, assisted by the superintendent, may call and enlist the aid of school district residents, educational consultants, school district personnel, and architects in developing specific plans for new construction.

Date: November 12, 1973

Legal Reference: 79-811

NEW CONSTRUCTION PLANS

FD

The board, after approving tentative new construction plans is responsible for informing the voters of the district of the proposed building program. The board, through the superintendent and other means available, shall insure that the proposed construction is thoroughly explained and justified to the public.

Date: November 12, 1973

AUTHORIZATION OF NEW CONSTRUCTION

FE

The voters of the district have the power to authorize issuance of bonds for new construction when a majority of all qualified electors vote in favor of such issuance.

Date: November 12, 1973

Legal Reference: 10-702, 79-422

NEW CONSTRUCTION SUPERVISION

FF

Once a new building has been authorized, the board is responsible for overall supervision of all phases of planning and construction. The superintendent acts as the executive agent of the board in carrying out this function.

Date: November 12, 1973

G--PERSONNEL

GA General Section
GAA Goals and Objectives
GAAA Equal Opportunity Employment
GAB Budget Planning Involvement (also DCCB)
GAC Policies and Rules Development Involvement
 (also EDEB, CMAAA)
GAD Professional Development Opportunities
GAE Complaints and Grievances
GAH Staff-Community Relations (also KD)
GAHB Political Activities by Staff
GAI Solicitations (also KDC)
GAIA Solicitations by Staff Members (also KDCA)
GAIB Solicitations of Staff Members (also KDCB)
GAJB Gifts to Staff Members (cf. KED, JIA)
GAK Records
GAKA Types
GAKC Disposition
GAL Salary Deductions (also DJCB)
GAM Workman's Compensation
GAN Medical Examinations
GAO Freedom of Speech
GAP Employees Insurance
GAPA Legal Liability Insurance
GAQ Activities Passes

GB Certificated Personnel Section
GBBA Qualifications
GBC Recruitment
GED Hiring
GEE Assignment
GBF Orientation
GEG Probation
GBH Supervision
GBI Evaluation
GBJ Promotion
GBKA Continuing Contracts
GBL Tenure
GBM Transfer
GBN Dismissal Procedure
GBO Resignation
GBQ Retirement
GBRA Health Examinations
GBRB Time Schedules
GBRD Staff Meetings
GBRE Extra Duty
GBRF Expenses
GBRG Non school Employment
GBRGB Tutoring for Pay (also IHEAA)

GBRHB	Conferences and Visitations
GBRI	Personal Leaves and Absences
GBRIA	Emergency Leave
GBRIB	Sick Leave
GBRIC	Maternity
GBRID	Military
GERJ	Arrangement for Substitutes (also IKH)
GERK	Vacations
GBS	Professional Organizations (cf. HAH, MGA)
GBU	Professional Growth
GBUA	Requirements
GBV	Teaching Credit
GBW	Annuity Contract
GBX	Substitute Teacher
GBZ	Ethics (cf. GAG)
GC	Non-Certificated Personnel Section
GCA	Compensation Guides and Contracts
GCB	Qualifications
GCC	Recruitment
GCD	Hiring
GCE	Assignment
GCH	Supervision
GCI	Evaluation
G CJ	Promotion
GCM	Transfer
GCO	Resignation
GCQ	Retirement
GCRA	Health Examinations
GCRB	Time Schedules
GCRD	Overtime Pay
GCRE	Expenses
GCRF	Nonschool Employment
GCRG	Personal Leaves
GCRGA	Emergency Leave
GCRGB	Illness
GCRGC	Maternity
GCRGD	Military
GCRH	Vacations
GCRI	Paid Holidays
GCS	Custodians' Uniforms
GCT	Relations to Pupils
GCU	Relations to School Staff
GCV	Relations to Public
GCW	Ethics

GOALS AND OBJECTIVES

GAA

The goal of the board of education of the Blair Community School District is to provide an educational program of the highest standards possible. Success in attaining this goal is dependent in large measure upon the competency of the professional staff and of those who serve in direct supporting positions to the instructional program of the school.

It shall be the policy of the board of education to recruit and retain the highest caliber of professional personnel and non-certified employees.

Date: June 11, 1973

Source: Council Bluffs

EQUAL OPPORTUNITY EMPLOYMENT

GAAA

It shall be the policy of the Blair Community Schools to recruit and select for employment the qualified applicant for each position without regard to race, color, creed, national origin; nor shall any person be denied employment solely because of age, sex, or marital status.

Date: June 11, 1973

Source: EPS/NSBA

BUDGET PLANNING INVOLVEMENT

GAB

In the preparation of the budget the board of education may seek the judgment and counsel of the school staff.

Date: June 11, 1973

POLICIES AND RULES DEVELOPMENT INVOLVEMENT
(also BDBB, CMAAA)

GAC

In the development of board policies and administrative rules affecting personnel, the board of education may seek the judgment and counsel of appropriate personnel before adopting such policies or rules.

Members or organizations of the staff may initiate consideration of board policies and administrative rules which will be processed through regular administrative channels and, whenever appropriate, will be considered acted upon by the board of education.

Date: June 11, 1973

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

GAD

The board of education recognizes staff members should continue to improve their competencies during their professional service. It expects the superintendent of schools to promote opportunities for staff development and for staff members to take advantage of them. To the extent feasible, the superintendent of schools should establish procedures by which staff members can receive proper recognition for efforts to improve themselves professionally during the school year.

Date: June 11, 1973

Source: EPS/NSBA

COMPLAINTS AND GRIEVANCES

GAE

The normal procedure followed by each employee regarding a personal grievance related to his employment is to discuss the matter in a personal conference with the supervisory officer directly in charge. When the nature of the grievance dictates otherwise, the employee may follow the established grievance procedure.

Date: June 11, 1973

STAFF-COMMUNITY RELATIONS (also KD)

GAH

A staff-community relations program covers each local school and the various school system levels. The superintendent is assigned the basic responsibility for planning the program for the maintenance of continuous and effective liaison with home and various civic, government, business, and community organizations.

Date: June 11, 1973

POLITICAL ACTIVITIES BY STAFF

GAHB

School employees engaging in political activity shall make it clear that their utterances and actions are theirs as individuals and that they, in no manner, represent the views of the school system.

School employees shall not engage in political activity on school premises during school hours.

A teacher, seeking an extended leave of absence for campaigning, office-holding, or other time consuming responsibilities connected with self-government, shall apply for such leave in writing.

The board shall give the teacher a written answer to a request for political leave.

If the candidate is not elected, he shall be returned to his position immediately.

Leaves of absence shall be arranged for definite periods of campaigning.

Leaves of absence for periods of holding political offices, because of the wide variance of the demands on time, shall be arranged on an individual basis.

Source: EPS/NSBA

The board encourages employees to exercise full rights of citizenship in the community during off duty hours.

Source: Columbus

Date: June 11, 1973

SOLICITATIONS (also KDC)

GAI

Participation in any fund or charity drive by either students or employees shall be entirely voluntary as far as each individual is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.

Without prior approval of the board of education, fund and charity drives involving students shall be limited to the Junior Red Cross and the March of Dimes.

Drawings, lotteries, and raffles are illegal and will not be permitted by the board of education.

Fund raising campaigns to be conducted by students or school employees to obtain funds for school, student body, class or club treasuries may not be conducted without prior approval of the superintendent of schools.

Date: Rev. November 12, 1973

Source: EPS/NSBA

SOLICITATIONS BY STAFF MEMBERS (also KDCA)

GAIA

A professional employee shall not sell instructional supplies, equipment, or reference books in the attendance area served by his school. He shall not furnish lists of students or parents to anyone selling these materials.

Date: June 11, 1973

Source: EPS/NSBA

SOLICITATIONS OF STAFF MEMBERS (also KDCA)

GAIB

No out-of-school organization will be allowed to solicit school employees through the various buildings.

Date: June 11, 1973

Source: Columbus

Legal Reference: 79-1272

GIFTS TO STAFF MEMBERS (cf. KHD, JLA)

GAJB

Pupils, parents, and other patrons of the district shall be discouraged from routine presentation of gifts to district employees.

When a pupil feels a spontaneous desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive.

The board shall consider as always welcome, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation.

This shall not be interpreted as intended to discourage acts of generosity in unusual situations, and simple remembrances expressive of affection or gratitude shall not be regarded as violations of this rule.

Date: June 11, 1973

Source: EPS/NSBA

RECORDS

GAK

All school employees shall furnish the superintendent's office promptly any information relating to their professional training, experience, activities, or work which is required for reports to county, state, or federal officials. Data of a personal nature shall be treated confidentially by school officials.

Date: Rev. December 10, 1973

Source: EPS/NSBA

Legal Reference: State Department of Education: RULES AND REGULATIONS FOR THE ACCREDITATION OF PUBLIC AND NON-PUBLIC SCHOOLS

TYPES

GAKA

Employees are required to keep records which are specified by the administration and in compliance with state and federal laws. These are kept to a minimum.

Date: June 11, 1973

Source: Old Policy

Legal Reference: 79-207 -209

Each employee and/or teacher will maintain the following credentials on file in the office of the superintendent:

1. A certified date of birth
2. Membership card or non-membership certificate for the School Retirement System
3. The Social Security number
4. Teacher's certificate or copy thereof
5. Transcript of all college credits
6. Withholding exemption tax form

Date: June 11, 1973

Legal Reference: 68-601 (Sec. Sec.)
79-1509 (Retirement)
Federal Income Tax Regulations
State Accred. Rules

PERSONNEL FILES

GAKB

In keeping with state law, a master file of all materials relating to an employee shall exist at the superintendent's office.

All materials placed in the employee's file and originating with the school district shall be available to the employee at his request for inspection in the presence of the person(s) responsible for keeping the files.

The employee shall have the right to answer any material filed, and his answer shall be submitted to the superintendent's office, which shall attach it to all file copies.

All references and information originating outside the school district on the basis of confidentiality, and the information obtained with the school district in the process of recommending a teacher for employment or promotion, shall not be subject to this agreement and therefore shall not be available for inspection by the employee.

Date: December 10, 1973
 Legal Reference: LB 370-1973

DISPOSITION

GAKC

Personnel and board of education records must be kept indefinitely.

Date: June 11, 1973
 Source: Old Policies

SALARY DEDUCTIONS (also DJCB)

GAL

Upon written request by the employee, the board authorized the secretary to deduct from monthly salary:

1. The amount necessary to cover the employee's group insurance.
2. The amount necessary to cover tax-sheltered annuities. This amount shall be in compliance with the amount the employee requests and the limit in accordance to the limit prescribed by law. Both of the foregoing deductions shall be restricted to one change in a contract year.

Date: June 11, 1973
 Legal Reference: Present policy 8-24-71, 44-1602ff
 Internal Revenue Service: Publication 571 (10-71)
 TAX SHELTERED ANNUITY PLANS FOR EMPLOYEES OF PUBLIC
 SCHOOLS AND CERTAIN TAX-EXEMPT ORGANIZATIONS

WORKMAN'S COMPENSATION

GAM

All school employees are covered by Workman's Compensation Insurance. In the event of accident or injury sustained by an employee while in pursuit of his duties in the schools, it is highly important that an immediate report of such injury or accident be made to the school nurse. Failure to make prompt report of injury may jeopardize an employee's rights. All injuries or accident suffered in the course of employment should be reported promptly, even though such injuries or accidents may seem trivial at the time.

Date: June 11, 1973

MEDICAL EXAMINATIONS

GAN

Any employee who has a contagious or communicable disease or nervous disorder may be required to provide a certificate of ableness to the principal to continue work.

Any employee who has been absent because of a nervous disorder, contagious disease, or communicable disease, or who has had a lengthy absence for illness may be required to provide satisfactory report from a physician.

This certificate shall be made out by a physician authorized to practice medicine under the laws of Nebraska.

Date: June 11, 1973

Source: Columbus

FREEDOM OF SPEECH

GAO

Instructional personnel of this school system are expected to exercise their constitutionally guaranteed right to freedom of expression. The board recognizes that no freedom is absolute, and that in this case restrictions come from at least three sources:

1. Legal

Governing bodies can, within frequently court-defined limits, restrict freedom of speech, as, for example, within the clear and present danger doctrine of the United States Supreme Court. Differences of opinion on what constitutes acceptable regulation of freedom of speech in this sector may find solution only by legal action.

2. Societal

Communities vary in what they will tolerate in classroom discussion. Limits of such toleration change with time and place. Differences of opinion between teachers and community feelings may not so much be a matter for court adjudication as for tolerance on the part of each contender for the other's position.

3. Professional

Teachers and their organizations must themselves decide what affect insisting on exercising freedom of speech, or accepting some degree of regulation thereof, will have on their role as teachers, on their ultimate effectiveness in the education process.

The board requests that any differences of opinion about exercise or abridgment of freedom of speech within or among members of the board, staff, and especially instructional personnel be reviewed by all parties concerned in the light of the above three factors.

The Hatch Act, U.S.C.A., Title 5, Par. 118k, provides in part as follows: "No officer or employee of any State or local agency whose principal employment is in connection with any activity which is financed in whole or in part by loans or grants made by the U.S. or by any federal agency shall take any active part in political management or in political campaigns."

Date: June 11, 1973

EMPLOYEES INSURANCE

GAP

The board will pay family coverage for those who wish to participate in the Blue Cross-Blue Shield hospital medical insurance program. The superintendent, principals, teacher, school nurse, transportation supervisor and all regular full-time employees are eligible to request enrollment.

Date: June 11, 1973

Source: Present Policy 6-8-70

LEGAL LIABILITY COVERAGE (also KGK)

GAPA

Personal liability insurance coverage is carried for board and staff members for charges and court cases involving wrongful acts, errors in judgment and depriving persons of their civil rights.

Date: June 11, 1973

Source: Present Policy 12-11-72

ACTIVITIES PASSES

GAQ

Activities passes will be given to all full time school personnel for admission to school events. The pass shall be for the employee and guest and cover school aged or younger children of staff personnel.

Date: June 11, 1973

Source: Present Policies 8-24-71

QUALIFICATIONS

GBBA

Selection of staff personnel shall be based on the following qualifications:

1. Training and certification
2. Demonstrated professional competency
3. Personality
4. Suitability for the position

Staff personnel qualification shall be evaluated upon the merits of the candidates without regard to their race, religion, age, sex, or marital status.

Date: June 11, 1973

Source: Council Bluffs, Page 40

RECRUITMENT

GBC

It shall be the policy of the Blair Community School District to recruit and select for employment the best qualified applicant for each position without regard to race, color, creed, national origin; nor shall any person be denied employment solely because of age, sex, or marital status. The principal of the building where a vacancy exists should initiate interviews. Final interviews and selection of all potential employees shall be handled by the superintendent of schools and he shall recommend to the board of education for appointment.

Date: June 11, 1973

Source: EPS/NSBA

HIRING

GBD

Teachers are selected on the basis of proficiency and certification in subject matter areas to provide specific services or to perform certain functions in the school in accordance with state and local regulations.

Upon recommendation of the superintendent the board of education shall appoint each certified employee of the district.

All applications for employment should be made by mail to the superintendent of schools.

Date: June 11, 1973

Source: EPS/NSBA
Board Committee

ASSIGNMENT

GBE

The board authorizes the superintendent to designate the assignments of all certificated personnel. Individual assignments are made annually on the basis of the needs of the school and in so far as possible the interests of the staff.

Date: June 11, 1973

Source: Old Policies

ORIENTATION

GBF

Additional help and supervision shall be given to the teacher new to the school system with the aim to acquaint the new employee with the job for which he has been selected. The purposes of the orientation program are as follows:

1. To provide the employee with information about the school's organization and philosophy.
2. To give the employee assistance in preparing his instructional program, especially for the beginning of school.
3. To welcome the employee to the school, permit him to meet his colleagues, and make him feel more secure in his new job.
4. To inform the employee of his responsibilities for discipline, extra duties, safety and the like.
5. To familiarize the employee with school policies concerning grading, reporting to parents, field trips, school parties, school hours, and the like.
6. To provide the employee information about how his work will be evaluated and the professional assistance available.
7. To give the employee information about salary, pay procedures, leaves, and other financial matter.
8. To assist the employee in becoming familiar with the community.

Date: June 11, 1973
Source: Council Bluffs

SUPERVISION

GBH

The principals and the superintendent are charged with supervision responsibility. Supervisory assistance may be requested as circumstances require.

Date: June 11, 1973
Source: Old Policies

EVALUATION

GBI

Building principals are to evaluate each teacher in the first and third quarter of the school year on an evaluation instrument designed by the administrators of the school system in consultation with the teachers and counsel with each teacher on the basis of the evaluation. The chief purpose of such evaluation shall be to encourage growth and increased competence on the part of the teacher. The third quarter evaluation would become a part of the teacher's file and be the basis for the annual administrative recommendation on the retention or

dismissal of teachers to the board of education each year.

Date: June 11, 1973

Source: Report of Committee on Merit Pay, January 29, 1973

PROMOTION

GBJ

Properly qualified personnel shall be notified of vacancies which are regarded as promotions in order that they may apply for such positions.

Date: June 11, 1973

Source: Columbus

CONTINUING CONTRACTS

GBKA

The continuing contract law of the state of Nebraska outlines the following procedures for the termination or renewal of contracts for the ensuing year.

(uo-1254 AMENDED -- 1971) 79-1254. The original contract of employment with an administrator or a teacher and a board of education of a Class I, II, III, or VI district shall require the sanction of a majority of the members of the board. Any contract of employment between an administrator or a teacher who holds a certificate which is valid for a term of more than one year and a Class I, II, III, or VI district shall be deemed renewed and shall remain in full force and effect until a majority of the members of the board vote on or before May 15 to amend or terminate the contract at the close of the contract period: Provided that the secretary of the board shall, not later than April 15, notify each administrator or teacher in writing of any conditions of unsatisfactory performance or other conditions because of a reduction in staff members or change of leave of absence policies of the board of education which the board considers may be cause to either terminate or amend the contract for the ensuing school year. Any teacher or administrator so notified shall have the right to file within five days of receipt of such notice a written request with the board of education for a hearing before the board. Upon receipt of such request the board shall order the hearing to be held within ten days, and shall give written notice of the time and place of the hearing to the teacher or administrator. At the hearing evidence shall be presented in support of the reasons given for considering termination or amendment of the contract, and the teacher or administrator shall be permitted to produce evidence relating thereto. No member of the board of education may cast a vote in favor of the election of any teacher when such member of the board is related by blood or marriage to such teacher.

Date: June 11, 1973

Source: Sec. 79-1254

TRANSFER

GBM

Certificated personnel may be transferred from one building or one assignment to another when in the interest of all concerned the circumstances appear to require it. Teachers may request transfer, but the final decision must be made by the principals and the superintendent.

Date: June 11, 1973
Source: Old Policies

DISMISSAL PROCEDURE

GBN

Recommendations for continued employment or for dismissal shall be made by the superintendent to the board of education.

Decision by the board to terminate the contract at the close of the contract period must be made on or before April 1.

The secretary of the board shall, not later than April 15, notify each teacher in writing of any amendments to his contract or the termination of his contract. A teacher whose contract is terminated shall have the right to file a written request with the board for a hearing before the board. Such request shall be filed within five days after receipt of the notice of termination and such request shall be granted by the board.

Date: June 11, 1973
Source: Columbus
Legal Reference: 79-1254

RESIGNATION

GBO

Under the terms of the continuing contract law of the state of Nebraska the teacher's existing contract is renewed for the coming year, unless he or she has resigned by April 15, or unless dismissal procedures have been put into operation. Hence, when renewal of contract forms are issued, it is not sufficient for the teacher who does not wish to teach in the district in the coming year to merely return the blank unsigned. A letter of resignation should accompany it, or else the teacher is legally bound under the terms of the existing contract.

Contracts should be returned within 15 days of the issue date on the contract; teachers may be released on request until April 15, after which date teachers may be released at the discretion of the board but in exercising this discretion only exceptional circumstances will be considered.

Date: June 11, 1973
Source: Old Policies

RETIREMENT

GBQ

The board of education reserves the right to retire employees if in its judgment such action would serve the best interest of the children of the school district.

The retirement age is 65. At the option of the board of education, persons may be employed on a year to year basis after the retirement age has been reached.

Date: June 11, 1973
Source: Policies 1967

HEALTH EXAMINATIONS

GBRA

All employees are encouraged to have a physical examination every other year. All employees are also encouraged to undergo an annual check for tuberculosis.

Date: June 11, 1973

TIME SCHEDULES

GBRB

Teachers are expected to be on duty one-half hour before the opening of school and one-half hour following the close of school. It may occasionally be necessary for teachers to be on duty beyond the above mentioned assignment.

Date: June 11, 1973

STAFF MEETINGS

GBRD

Staff meetings and committee work are required. These meetings are subject to different time schedules and places, depending upon their need.

Date: June 11, 1973
Source: Old Policies

All teachers are expected to attend all meetings called by the superintendent and all regularly scheduled meetings of the building staff unless excused by the superintendent or principal, respectively.

Date: June 11, 1973

EXTRA DUTY

GBRE

Extra-curricular assignments are a part of the total assignment. Some extra-curricular assignments that involve much extra time are rewarded by "units of pay." See salary schedule.

Date: June 11, 1973
Source: Old Policies

EXPENSES

GBRF

When travel is authorized, the same is reimbursed at ten cents a mile, the shortest route.

Date: June 11, 1973
Source: Old Policies

NONSCHOOL EMPLOYMENT

GBRG

The board of education desires the undivided time of all full time employees. Therefore, such employees shall be limited in doing any other remunerative work during their period of employment, except that receiving board approval.

TUTORING FOR PAY (also IHEAA)

GBRGB

No teacher shall tutor (teach for reimbursement) any student in that teacher's class, nor a student who attends the same school to which the teacher is assigned. Tutoring a student from another building in the system should be carried on with the utmost tact and good judgment.

Date: June 11, 1973
Source: Council Bluffs

CONFERENCES AND VISITATIONS

GBRHB

The superintendent of schools may authorize professional leave for attendance of personnel at local, state, regional, and national meetings without pay deduction. The number of absences allowable for professional leave is a judgment value on the part of the superintendent of schools and is subject to budget limitations for employing substitutes and reimbursement for travel, meals, and lodging. Whether the absence is with or without pay shall be determined in advance of the absence.

Date: June 11, 1973

Source: EPS/NSBA and Old Policies

PERSONAL LEAVES AND ABSENCES

GBRI

Personal leave may be granted to a maximum of two days per year noncumulative with full pay. In cases where leave for a full day is not necessary, a minimum of one-half day may be granted towards the maximum two days per year.

Personal leave may be granted for the following reasons:

- a. For the transaction of personal business which cannot be arranged at a time other than school hours.
- b. For legal arrangements which are related to the settlement of the estate of a relative or dependent.
- c. To comply with a court summons.
- d. To take a special examination administered by a university for an advance degree program.
- e. To attend the funeral of a close friend.
- f. Absence of an employee resulting from mandatory pre-induction physical examination requested by the Selective Service System.

Personal leave will be authorized only in those instances involving special obligations which cannot be scheduled at a time other than school hours. Also, personal leave will be authorized only for those duties which cannot be performed by someone else or which are not permissible under emergency leave.

Personal leave may be granted in excess of two days, but loss of full pay will be required commencing with the third day of such a leave.

Whenever possible, the approval of the office of the appropriate principal must be secured before the absence occurs. Failure to comply with this rule may result in loss of pay.

Request for personal leave should be initiated in writing and submitted to the office of the appropriate principal at least seven days prior to the anticipated date. If this is not possible, oral requests will be honored on short notice; but a written request shall be submitted as soon thereafter as possible.

Date: June 11, 1972

Source: New Policies

EMERGENCY LEAVE

GBRIA

Emergency leave may be granted to a maximum of 2 days per year cumulative to a maximum of 5 days, with full pay.

Emergency leave shall be granted to attend the funeral of an immediate relative, which shall be interpreted to include the employee's spouse, parents, children, mother-in-law, father-in-law, brothers, sisters, grandparents, grandchildren, son-in-law, daughter-in-law or any relative who is a permanent resident in the employee's home or for whom the employee has specific responsibility.

Emergency leave may be granted in other cases where it is deemed a true emergency by the employee and by the appropriate principal.

Any portion of the two days personal leave of an employee may be used as emergency leave in the event all cumulative emergency leave is used.

Date: June 11, 1973
Source: Old Policies

SICK LEAVE

GBRIB

Teachers are entitled to five days per year sick leave, cumulative to thirty days. In cases of absence beyond cumulative sick or absence not excused, the teacher shall forfeit salary, and such deduction shall be based on the number of teaching days in the school year.

At the end of the school year application to the employer sick bank may be made if the above sick leave days have been exhausted. Authorized adjustments of salaries will be made at this time if so deemed necessary.

When for reasons of health or hardship extended leave may be required, the teacher is entitled to leave without pay (beyond the bonafide sick leave provision) and to reinstatement when the cause of the leave has been removed.

Date: June 11, 1973
Source: 1966 Policy

MATERNITY

GBRIC

When pregnancy is determined the employee shall notify both her supervisor and the superintendent. With the approval of her physician and her superintendent, the superintendent may grant permission for her to work as long as it is mutually agreed that the employee's health and her work efficiency will not be adversely affected.

A pregnant teacher may resign or request a leave of absence. Reinstatement after leave will be determined by existing staff vacancies for which the individual is qualified.

The board of education shall reserve the right to grant or refuse maternity leaves of absence and to review continuation of maternity leave or reemployment of an employee who has resigned due to pregnancy. A return from leave or reemployment procedures cannot be instituted without a doctor's statement certifying that the employee is physically able to work.

Date: June 11, 1973

MILITARY

GBRID

Leaves of absence are granted for military purposes, but not to exceed the enlistment or draft period. Upon completion of the military service, the individual is entitled to reinstatement at the same salary he would have had he not taken such leave, but subject to the following conditions:

1. The position was not abolished.
2. That he or she is physically and mentally capable of performing the duties of the position.
3. That he makes written application for reinstatement to the superintendent within 90 days after termination of military service.
4. That he submits an honorable discharge from the military service.

Date: June 11, 1973

ARRANGEMENT FOR SUBSTITUTES (also IKH)

GBRJ

The superintendent of schools shall maintain an active list of persons qualified to act as substitute teachers. Substitute teachers shall have the minimum requirements for contract teachers and shall be certified. Substitute teachers shall be paid on a per diem basis at the rate stipulated on the salary schedule. When substitute teachers are adequately prepared in the area in which they substitute, and they are required to substitute in the area for a continuously long period of time, their pay may be determined, pro rate, from the salary schedule as it applies to their total experiences and formal training.

Date: June 11, 1973

VACATIONS (also AEA)

GBRK

The board of education shall establish a school calendar for each school year. This school calendar, which shall be printed by the superintendent, and a copy of which shall be furnished to each employee, shall describe in detail the days school is in session, the days of vacation, and days during which certified employees are expected to be on duty.

Date: June 11, 1973
Source: Council Bluffs

PROFESSIONAL ORGANIZATIONS (cf. HAH, MGA)

GBS

Membership in professional organizations, both those of a general nature and those relating to a particular subject matter, tend to keep the participants informed regarding current developments and trends. For this reason, teachers are urged to join and become active participants in professional organizations.

Date: June 11, 1973

PROFESSIONAL GROWTH

GBU

A professional growth program shall be developed by a board committee, superintendent, and a committee representative of the teaching staff. These rules and regulations shall be reviewed by this committee annually, and recommendations for improvement presented to the board of education by the superintendent.

Date: June 11, 1973
Source: Columbus

REQUIREMENTS

GBUA

Six semester hours of college credit are required every five years for professional growth.

Date: June 11, 1973
Source: Old Policies

TEACHING CREDIT

GBV

A person entering the Blair system shall be given credit for not more than two years of experience in an accredited school at the rate shown on the salary schedule. The board may allow for additional experience by special action.

A teacher shall be given credit on the salary schedule as of September 1 for additional college hours completed toward a higher degree as indicated by an official transcript. If the credit is given on September 1, the increase shall be in full as shown on the salary schedule. If the credit is given on February 1, increase shall be one-half the amount shown.

Date: June 11, 1973

Source: Present Policies

ANNUITY CONTRACT

GEW

The request of employees who wish to have salary withheld for tax-sheltered annuity plans will be honored.

Date: June 11, 1973

Source: Present Policy, August 24, 1971

SUBSTITUTE TEACHER

GEX

The salary for a substitute teacher is set by the board of education.

Date: June 11, 1973

ETHICS (cf. GAG)

GBZ

The Blair Community Schools teaching staff adheres to the National Education Association's Code of Ethics of the Education Profession.

PREAMBLE

The educator believes in the worth and dignity of man. He recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. He regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his responsibility to practice his profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility he has accepted in choosing a career in education, and engages himself, individually and collectively with other educators, to judge his colleagues, and to be judged by them, in accordance with the provisions of this code.

PRINCIPLE I -- Commitment to the Student

The educator measures his success by the progress of each student toward realization of his potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his obligation to the student, the educator--

1. Shall not without just cause restrain the student from independent action in his pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the ground of race, color, creed, sex, or national origin exclude any student from participation in or deny him benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II -- Commitment to the Public

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling his obligation to the public, the educator--

1. Shall not misrepresent an institution or organization with which he is affiliated, and shall take adequate precautions to distinguish between his personal and institutional or organizational views.

2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.
3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall accept no gratuities, gifts, or favors that might impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III -- Commitment to the Profession

The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. He therefore exerts every effort to raise professional standards, to improve his service, to promote a climate in which the exercise of professional judgment is encouraged and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, he contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his obligation to the profession, the educator--

1. Shall not discriminate on the ground of race, color, creed, sex or national origin for membership in professional organizations, nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV -- Commitment to Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his profession by unqualified persons.

In fulfilling his obligation to professional employment practices, the educator--

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications without discrimination on the ground of race, color, creed, sex, or national origin.
2. Shall apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant, or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability of service, and the employing agent shall give prompt notice of change in availability or nature of a position.
5. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.
6. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
7. Shall not delegate assigned tasks to unqualified personnel.
8. Shall permit no commercial exploitation of his professional position.
9. Shall use time granted for the purpose for which it is intended.

Date: June 11, 1973

Source: National Education Association

NON-CERTIFICATED PERSONNEL SECTION

GC

The term non-certificated shall include the following employees, whether full time or part time:

1. Custodial and maintenance employees
2. Clerical employees
3. Food Service employees
4. Bus Drivers
5. Paid teacher aides

Date: June 11, 1973

COMPENSATION GUIDES AND CONTRACTS

GCA

All regular employees are to be provided a written contract of employment stating terms of employment.

Date: June 11, 1973

QUALIFICATIONS

GCB

Selection shall be determined on the following factors:

1. Training, experience, and skill
2. Personality and compatibility
3. Demonstrated competency
4. Suitability for the position
5. Adaptability to working around children
6. Qualifications for state license if this is required by law

Date: June 11, 1973

Source: Council Bluffs

RECRUITMENT

GCC

Recruitment of non-certificated personnel shall be the responsibility of the administration. Whenever possible the preliminary screening of candidates shall be conducted by the supervisor who will be directly in charge of the personnel being hired.

Date: June 11, 1973

Source: Council Bluffs

HIRING

GCD

The hiring of non-certificated personnel is the responsibility of the superintendent of schools. Applicants are to be recommended for employment by their supervisor and superintendent. Names and salaries to be paid shall be presented at the next meeting of the board for approval.

Personnel hired on a short time basis will be left to administration discretion in accordance to the adopted salary schedule.

Date: June 11, 1973

EVALUATION

GCI

The superintendent of schools shall be responsible for the continuous evaluation of the non-certificated employees of the district.

Supervisors of non-certificated employees shall submit such evaluations to the superintendent in such manner and at such times as may be determined by the board of education and superintendent.

Date: June 11, 1973

Source: Council Bluffs

PROMOTION

GCJ

A vacancy shall be filled on the basis of fitness for the vacant position. However, where two or more applicants are best qualified or equal in fitness, the applicant with the greatest amount of seniority in the school system shall be given preference. This policy will not preclude accepting applications from well qualified applicants from outside the system.

Date: June 11, 1973

Source: Lincoln

TRANSFER

GCM

Changes in assignment may be initiated by an employee submitting a request to his immediate superior or by the immediate superior initiating the request.

All reassignments shall be made only after discussion by those principally concerned and with the full knowledge of all related parties. Final action on reassignments shall not be taken until approval has been given by the superintendent of schools. All assignment changes are to be reported to the board.

Date: June 11, 1973

Source: Council Bluffs

RESIGNATION

GCQ

Resignations shall be in writing signed by the resigning party and directed to the superintendent of schools. It is expected that non-certificated personnel will give two weeks notice of intention to resign. If not given, all vacation or leave may be forfeited.

Date: June 11, 1973

RETIREMENT

GCQ

The retirement age for any employee of the school district shall be his 65th birthday. The board of education shall reserve the right to reemploy retired non-certificated personnel on a year-to-year basis.

Date: June 11, 1973

HEALTH EXAMINATIONS

GCRA

Physical examinations are to be conducted annually on all cafeteria employees and bus drivers. All other employees are encouraged to have a physical examination every other year. All employees are also encouraged to undergo an annual check for tuberculosis.

Date: June 11, 1973

Legal Reference: Nebraska School Bus Drivers' Handbook
State Department of Health

TIME SCHEDULES

GCRB

Time schedules shall be developed by the superintendent and supervisors in charge of all employees.

Date: June 11, 1973

OVERTIME PAY

GCRD

Employees shall be paid in conformance with the Federal Fair Labor Standards Act as amended in 1966.

Date: June 11, 1973

EXPENSES

GCRE

When travel is authorized, the same is reimbursed at ten cents a mile, the shortest route.

Date: June 11, 1973
Source: Old Policies

NONSCHOOL EMPLOYMENT

GCRF

Off duty employment is acceptable only when it does not interfere with the performance of duties and assignments with the Blair Community Schools.

Date: June 11, 1973

PERSONAL LEAVES

GCRG

Personal leave will be granted to regular, full-time employees or employees who work four hours or more each work day and regular school year employees or employees who work four or more hours each work day during the school year (except bus drivers) with pay. No personal leave with pay will be granted during the first six months of employment. Thereafter....

Regular, full-time employees or employees who work four hours or more each work day will be granted one day for each six months of service, cumulative to two days.

Regular school year employees or employees who work four or more hours each work day during the school year (except bus drivers) will be granted one-half day for each semester of service, cumulative to two days.

Employees may be excused without pay by their supervisor for additional days. Pay for days of leave will be based on number of hours in regular (Monday-Friday) work day.

Personal leave may be granted for the following reasons:

1. For the transaction of personal business which cannot be arranged at a time other than school hours.
2. For legal arrangements which are related to the settlement of the estate of a relative or dependent.
3. To comply with a court summons.
4. To attend the funeral of a close friend.
5. Absence of an employee resulting from mandatory pre-induction physical examination requested by the Selective Service System.
6. Personal leave will be authorized only in those instances involving special obligations which cannot be scheduled at a time other than school hours. Also, personal leave will be authorized only for those duties

- which cannot be performed by someone else or which are not permissible under emergency leave.
7. Personal leave may be granted in excess of two days, but loss of full pay will be required commencing with the third day of such a leave.
 8. Whenever possible, the approval of the office of the appropriate supervisor must be secured before the absence occurs. Failure to comply with this rule may result in loss of pay.
 9. Request for personal leave should be initiated in writing and submitted to the office of the appropriate supervisor at least seven days prior to the anticipated date. If this is not possible, oral requests will be honored on short notice; but a written request shall be submitted as soon thereafter as possible.

Date: June 11, 1973

EMERGENCY LEAVE

GCRGA

Emergency leave will be granted to regular, full-time employees or employees who work four hours or more each work day and regular school-year employees or employees who work four or more hours each work day during the school year (except bus drivers) with pay. No emergency leave with pay will be granted during the first six months of employment. Thereafter....

Regular, full-time employees or employees who work four hours or more each work day will be granted one day for each six months of service, two days per year cumulative to five days.

Regular school-year employees or employees who work four or more hours each work day during the school year (except bus drivers) will be granted one-half day for each semester of service, cumulative to five days.

Employees may be excused without pay by their supervisor for additional days. Pay for days of leave will be based on number of hours in regular (Monday-Friday) work day.

Emergency leave may be granted under the following conditions:

1. Emergency leave may be granted to a maximum of two days per year cumulative to a maximum of 5 days, with full pay.
2. Emergency leave shall be granted to attend the funeral of an immediate relative which shall be interpreted to include the employee's spouse, parents, children, mother-in-law, father-in-law, brothers, sisters, grandparents, grandchildren, son-in-law, daughter-in-law or any relative who is a permanent resident in the employee's home or for whom the employee has specific responsibility.

3. Emergency leave may be granted in other cases where it is deemed a true emergency by the employee and by the appropriate supervisor.
4. Any portion of the cumulative personal leave of an employee may be used as emergency leave in the event all cumulative emergency leave is used.

Date: June 11, 1973

ILLNESS

GCRGB

All employees, except bus drivers, who work four or more hours each work day during the school year or the calendar year are entitled to sick leave. No allowance is made during the first two months of employment; thereafter sick leave will accrue at the rate of one day for each two months of employment, to a maximum of 30 days. Pay for days of illness will be based on number of hours in regular (Monday to Friday) work day.

In cases of absence beyond cumulative sick leave or absence not excused, the employee shall forfeit salary.

When for reasons of health or hardship extended leave may be required, the employee is entitled to leave without pay (beyond the bonafide sick leave provision) and to reinstatement when the cause of the leave has been removed.

Date: June 11, 1973

MATERNITY

GCRGC

When pregnancy is determined the employee shall notify both her supervisor and the superintendent.

With approval of her physician and her superintendent, the superintendent may grant permission for her to work as long as it is mutually agreed that the employee's health and her work efficiency will not be adversely affected.

A pregnant teacher may resign or request a leave of absence. Reinstatement after leave will be determined by existing staff vacancies for which the individual is qualified.

The board of education shall reserve the right to grant or refuse maternity leaves of absence and to review continuation of maternity leave or reemployment of an employee who has resigned due to pregnancy. A return from leave or reemployment procedures cannot be instituted without a doctor's statement certifying that the employee is physically able to work.

Date: June 11, 1973

MILITARY

GCRGD

Leaves of absence are granted for military purposes, but not to exceed the enlistment or draft period. Upon completion of the military service, the individual is entitled to reinstatement at the same salary he would have had he not taken such leave, but subject to the following conditions:

1. The position was not abolished
2. That he or she is physically and mentally capable of performing the duties of the position
3. That he makes written application for reinstatement to the superintendent within 90 days after termination of military service
4. That he submits an honorable discharge from the military service.

Date: June 11, 1973

VACATIONS

GCRH

All regular full time employees are entitled to two weeks annual vacation with pay equivalent to their regular weekly salary. For those who have worked less than a full year, vacation days will be granted at the rate of one day per month worked. September 1 marks the beginning of the employment year. Employee summer vacations will be arranged by the supervisor with the approval of the superintendent. Vacation will be permissible at other times of the year only if work schedules permit, by arrangement and approval with the supervisor. Additional time off without pay is also permissible if work schedules permit by arrangement and approval with the supervisor.

Vacation allowance is to be at the discretion of the administration in the case of termination of employment and failure of employee to provide two weeks notice of resignation.

Date: June 11, 1973

PAID HOLIDAYS

GCRI

All employees who work four or more hours each day will be allowed paid holidays if such holidays fall within their regular working year according to the number of hours regularly worked on the following holidays or date on which each is legally observed:

Labor Day	New Year's Day
Thanksgiving Day	Memorial Day
Christmas Day	Independence Day (Fourth of July)

Date: June 11, 1973

CUSTODIAN'S UNIFORMS

GCS

Blair Community Schools will purchase two sets of uniforms for each custodian and make replacements by paying one-half the cost of additional uniforms, with the understanding that the uniforms are to be worn while doing school work. Laundry service is to be taken care of by the custodian.

Date: June 11, 1973

Source: Board Policies, September 11, 1967

RELATIONS TO PUPILS

GCT

Employees shall conduct themselves in such a manner as to deserve and command the respect of students.

Date: June 11, 1973

Source: Old Policies

RELATIONS TO SCHOOL STAFF

GCU

Employees who are assigned to work with other members of the staff shall conduct themselves in such a manner as to deserve and command their respect.

Date: June 11, 1973

Source: Old Policies

RELATIONS TO PUBLIC

GCV

Employees shall be polite and as helpful as possible toward the public. Visitors shall be treated as guests.

Date: June 11, 1973

Source: Old Policies

ETHICS

GCW

Employees sell their time to the board of education. Therefore, they are expected to work where assigned by their superiors.

Employees should exhibit pride in their job both in words and in action.

Employees may see and hear much that is confidential. Employees shall keep these confidences.

Employees shall not interfere in an office where private conferences are going on.

Employees shall cooperate in working out schedules and work-saving ideas so that they can get the most done with the least effort.

Employees shall not listen to nor start gossip.

Employees shall be neat in their person and wear clothing that is suitable to their specific assignment.

Employees who have disturbing problems shall take them to their superiors and not to their fellow employees.

Employees are expected to be loyal both on and off the job.

Date: June 11, 1973
Source: Old Policies

H--NEGOTIATIONS

HA	Legal Status
HB	Goals and Objectives
HC	Professional Negotiations Participation
HD	Organizational Representation
HE	Teachers' Professional Negotiation Responsibilities
HF	Professional Staff Negotiating Organization Determination
HG	Bargaining Meeting Procedures
HH	Impasse Procedures
HI	Court of Industrial Relations

LEGAL STATUS

HA

In keeping with its obligations as the legally constituted body responsible for the determination of all policies in regard to School District I, the board recognizes that it must operate within the statutory provisions of the State of Nebraska. It cannot reduce, negotiate or delegate its legal responsibilities.

The legal status of professional personnel negotiations is based on Nebraska school laws under the Teachers' Professional Negotiation Act and the Court of Industrial Relations Act.

Date: November 12, 1973

Legal Reference: 79-1287, 79-1295

CIR Act: Article 8, Chapter 48

GOALS AND OBJECTIVES

HB

The board of education and the teachers of District I believe that the primary function of the board and the professional staff is to provide the highest level of educational opportunities possible for the students of Blair Community Schools. To realize this objective it is essential that understanding, cooperation, and effective communication exist between board and staff.

Date: November 12, 1973

Legal Reference: 79-1287

PROFESSIONAL NEGOTIATIONS PARTICIPATION

HC

The board acknowledges that certificated public school employees are entitled to participation in collective negotiations and have the right to form, join, and participate in the activities of organizations of their choosing on all matters of employment relations. No certificated public school employee shall be compelled to join such an organization and each employee has the right to individually represent himself in his employment relations.

Date: November 12, 1973

Legal Reference: 79-1288

ORGANIZATIONAL REPRESENTATION

HD

An organization of the Blair Community Schools certificated public school employees has the right to represent its members in matters of employee relations with their public school district employers.

Date: November 12, 1973
 Legal Reference: 79-1289

TEACHERS' PROFESSIONAL NEGOTIATION RESPONSIBILITIES

HE

The board of education will not meet and confer with an employee's negotiating unit unless a majority of the employees are represented by such a unit. The teacher group shall submit to the board by December 1st of each year a certified list, signed by its officers, of all active members of the association.

Date: November 12, 1973
 Legal Reference: 79-1290

PROFESSIONAL STAFF NEGOTIATING
 ORGANIZATION DETERMINATION

HF

If one or more units apply for recognition as the representatives of the certificated employees, the board of education may recognize as the representative the organization which has for the last two preceding years enrolled a majority of the certificated school employees as certified by a membership list. This list must be submitted by the organization to the superintendent of schools before the first day of January each year.

Date: November 12, 1973
 Legal Reference: 79-1291

BARGAINING MEETING PROCEDURES

HG

If the teachers group wishes to meet and confer with the board regarding employment and relations, a written request shall be made to the president of the board. This request shall specify the areas to be discussed by the parties.

The board will, in thirty days, accept or reject the request in whole or in part and give written notice of its decision. If the board accepts the request, the first meeting will be held within twenty-one days after such acceptance at a date set by the superintendent, mutually acceptable to the board and the teachers, for a meeting between

representatives of the board and of the teachers' group. Additional meetings may be held, if needed, for exchange of opinions and proposals so that an understanding and agreement may be reached. Both parties agree to conduct negotiations in good faith and to deal openly and fairly on all matters.

Proceedings of the negotiating committee shall not be released to the public unless approved by both parties.

When such negotiations result in mutual agreement, the matters agreed upon shall be reduced to written form and signed by a representative of each of the negotiating parties.

Date: November 12, 1973
 Legal Reference: 79-1292, 79-1293

IMPASSE PROCEDURES

HH

The board shall follow the directive of Section 79-1293 of the Nebraska School Laws which states: "If the parties are unable to agree on any such matters, the dispute shall be submitted to a fact-finding board composed of one member selected by the board of education or school board, one member selected by the employee organization, and a third member selected by the two members appointed by the parties. If the members appointed by each party fail to agree upon a third member, within ten days after their selection, they may request the State Department of Education to submit a list of five persons deemed qualified to serve as members of such board. Upon receipt of such list, the members selected by the parties shall alternately strike names until one remains, and the person not stricken shall become the third member."

Such fact-finding board shall hear and review the matters relating to the dispute and shall within thirty days render a report of its opinion which shall recommend a basis for settlement of the dispute. Such recommendation shall receive the good faith consideration of the parties as a method of settling the dispute but in no case shall they be binding on the school district.

Date: November 12, 1973
 Legal Reference: 79-1293

COURT OF INDUSTRIAL RELATIONS

HI

If the report of the fact-finding board is rejected by one or both parties, the next step to remove the impasse shall be to submit the dispute to the Court of Industrial Relations for resolution.

Date: November 12, 1973
 Legal Reference: Section 48-818 Court of Industrial Relations

I--INSTRUCTIONAL PROGRAM

IA	Philosophy
IAA	Academic Freedom
IB	Goals and Objectives
IC	Curriculum Development
ICC	Research
ICD	Pilot Projects
ICF	Curriculum Adoption
ICFA	Curriculum Guides and Course Outlines
ID	Curriculum Design
IDB	Health Education
IDBB	Drug Education (cf. JCDAC)
IDC	Extended Programs
IDD	Special Programs
IDDB	Remedial
IDDC	Homebound Instruction
IDE	Cocurricular Activities (cf. JH)
IDF	Interscholastic Activities and Athletics
IDG	Adult Education Program (cf. JQJ)
IE	Instructional Arrangements
IEA	Grouping for Instruction
IEB	Organization for Instruction
IEC	Class Size
IED	Scheduling for Instruction
IEE	Student Schedules
IF	Instructional Resources
IFA	Instructional Materials and Services
IFAA	Textbook Selection and Adoption
IFAB	Supplementary Materials Selection and Adoption
IFAC	Equipment and Supplies Selection and Adoption
IFB	Instructional Services
IFBD	Teacher Aides
IFBE	Instructional Media Program
IFBF	School Libraries
IFBFA	Professional Libraries
IFBG	Educational Television
IFC	Community Resources
IFCB	Field Trips and Excursions (also KFB)
IFCC	Use of Community Resource Persons
IFCD	School Volunteers (also KFD)
IG	Guidance Program (also JE)
IH	Academic Achievement (also JF)

IHA	Grading Systems
IHAB	Report Cards (also JFAA)
IHB	Homework
IHC	Class Rankings
IHD	Honor Rolls
IHE	Promotion and Retention (also JFB)
IHEAA	Tutoring (also GBRGE)
IHF	Graduation Requirements (cf. JFC)
IHFA	Early Graduation (also JFCA)
II	Standardized Testing Program
IJ	Evaluation of Instructional Program
IK	Miscellaneous
IKA	Teaching Methods
IKB	Controversial Issues
IKC	Teaching About Religion
IKD	School Ceremonies and Observances
IKDA	Flag Displays
IKE	Assemblies
IKH	Substitute Teaching (GERJ)
IKI	Lesson Plans

PHILOSOPHY

IA

The board of education of the Blair Community Schools subscribes to the thesis that our educational aspirations for our young have made us free, and it is the intention of the board to help perpetuate that freedom by providing the best education possible for our children.

The purpose of public school education is to develop individuals who, in a world full of tremendous scientific progress, can show basic training in desirable moral, ethical, and spiritual beliefs as well as the more academic preparations which help to complete the picture of a competent individual who is prepared to assume a role in shaping the future of our nation.

It is understood that though all children will not learn all things equally well, all should have an equal opportunity in the pursuit of educational qualifications for the world ahead, and the board of education will attempt to balance its program to provide for the varied interests of the pupils of the schools. Such attempts at balance will keep in mind the fact that quality of program deserves as much consideration as quantity. The board accepts the premise that the center of the school curriculum is the child and that the instructional program should be tailored to fit a child development pattern of education.

The board of education accepts the conclusion that the education of children is a comprehensive program which must be undertaken in cooperation with other institutions of our society and will seek to establish and maintain strong ties with parents and community programs.

Date: December 10, 1973

Source: EPS/NSBA

ACADEMIC FREEDOM

IAA

Academic freedom may be defined as the right of a qualified scholar to pursue the search for truth in its many forms and to make public his methods and findings. It is the right of a qualified teacher to encourage freedom of discussion and controversial questions in the classroom and to develop in his students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a political right guaranteed in the Constitution, but rather a necessary condition for the successful practice of the academic profession in a free society.

It is recognized that the application of the principle of academic freedom at the common school level involves considerations which are not equally present in college or university. The teachers should take into account the relative immaturity of their students and the need for guidance and help in studying the issues and arriving at balanced views.

Date: December 10, 1973

Source: EPS/NSBA

GOALS AND OBJECTIVES

IB

These goals (of the board of education of Blair Community Schools) may be divided into six objectives:

1. Academic development of a child to the maximum extent possible which is consistent with his abilities. This implies that schools will retain each student until it is evident that he cannot or will not materially benefit from further academic endeavor. Inherent in this objective is the desire to teach the student to think rationally in a society in which many actions are irrational.
2. Development of qualities of citizenship. To become a functioning member of our democratic society, and to be equipped with the tools of knowledge necessary not only to perpetuate it but to improve it, is one of the highest achievements a student can attain. Development in the student of a respect for the rights, opinions, and credos of others, and teaching him to live cooperatively but responsibly and with maturity within his society is a primary objective of the school.
3. Development of physical fitness. A healthy mind functions best in a healthy body, and the board of education recognizes the need for guidance of physical development as well as mental growth. Such a program will include preparation of pupils for worthwhile leisure time activities as adults.
4. Development of practical skills. It is the intention of the board of education to develop in the child the ability to earn a living in a competitive society and to prepare him to take his place in the economic dealings which accompany such a position. The board supports the intention of students to seek additional education in colleges and universities but it also recognizes the need to concern itself with students who are not college bound. Realizing that many students will seek employment upon graduation from the public schools, the board feels the needs of this group also must be satisfied.
5. Development of the moral and spiritual being. The board of education understands that religious indoctrination is not one of its duties. However, the board sees no such intention in stating that one of the objectives of the educational program of the schools is to prepare the student spiritually as well as mentally and physically for the world in which he will live. Such preparation will recognize the various traditions and customs of the community in which the schools are located, and will attempt to develop an understanding of them on the part of students.
6. Development of appreciation for the cultural arts. All youth need opportunities to develop their talents for and appreciation of the cultural arts. Exposure to the beauties of art, literature, and music, and the chance to expand any ability and understanding of these areas, whether as active participants or knowledgeable observers,

should be offered to all students in the system.

Date: December 10, 1973

Source: EPS/NSBA

CURRICULUM DEVELOPMENT

IC

Basic responsibility for curriculum development shall rest jointly with the staff of individual schools and the superintendent of schools. The responsibilities of the superintendent of schools include:
Providing leadership to the schools individually and system-wide.

Coordinating the planning and the decision-making, so that a common direction of action is provided for the school system.

Working with principals and teachers of the individual schools in adapting the curriculum to meet the needs of slow, average, and superior learners and those physically or mentally handicapped.

Communicating information provided by individual principals, teachers, or schools to other schools which might effectively use such information.

Communicating to the schools information which effects system-wide agreements and plans for curriculum development.

Date: December 10, 1973

Source: EPS/NSBA

RESEARCH

ICC

The school district recognizes the need and value of educational and psychological research in developing, validating, and standardizing newer programs and strategies in education. Staff members are encouraged to participate in and cooperate with such projects. To avoid overlapping and duplications and insure that the results are available and adequately disseminated, all research and experimental projects using either staff, pupils, or materials within the district must be approved prior to their beginning by the superintendent. Results of all research must be furnished to the superintendent.

Date: December 10, 1973

Source: EPS/NSBA

PILOT PROJECTS

ICD

The professional staff of the school district should continually seek ways to increase learning opportunities for the students. New programs implemented on a pilot basis should be based on careful study and a reasonable expectation that they will provide increased learning opportunities for students. Particular care must be taken to insure that pupils involved in such programs will not be affected in any way which would be detrimental to them or to their educational progress. All pilot programs must receive prior consent of the superintendent of schools.

Date: December 10, 1973

CURRICULUM ADOPTION

ICF

All course offerings in the instructional program are to be reviewed and approved annually by the superintendent and the board of education and shall conform to standards established by the State Department of Public Instruction.

Date: December 10, 1973

CURRICULUM GUIDES AND COURSE OUTLINES

ICFA

Curriculum guides are to be developed by the faculty group concerned with them, with the leadership of a curriculum chairman. The process of developing a curriculum guide begins with the meeting of the teachers to discuss what is to be included and the kind of organization necessary for the guide. At this meeting, the writing responsibilities are divided among the committee members. Later they meet to criticize the writing as it is presented and to organize the individual contributions into a harmonious whole. The principals shall serve as advisors to the committees.

Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers new to the system look to them for information about what is expected to be taught in the grade or subject area in which they serve. In the process of writing, teachers reach agreements about what is taught and to some extent how it is taught. Teachers in other departments and grades can refer to the curriculum guides to see what experiences their pupils may have had.

The curriculum guide is a guide, not a recipe. No teacher is expected to teach everything that is included in the guide; nor is he expected to use all of the suggested methods and materials. A good guide suggests more than can be used. The teacher is expected to follow approximately the content, making changes as may be needed.

Date: December 10, 1973

Source: EPS/NSBA

CURRICULUM DESIGN

ID

The curriculum is defined as those planned experiences and activities that the school district provides for its pupils.

The curriculum of the school district will adhere to all Nebraska State statutes which prescribe educational programs for children residing in the state. Based on knowledge of the nature and needs of the school district's pupil population, societal needs, and recent educational research, the professional staff will develop, recommend, implement and evaluate educational programs.

The board of education expects the superintendent and his professional staff to continually attempt to inform patrons of the school district about the educational programs provided.

Date: December 10, 1973

HEALTH EDUCATION

IDB

The board of education strongly supports a health education program which requires the proper integration of the areas of health instruction, health services, and healthful school environment.

Some of the general aims of the health program should be:

1. To appraise the health status of pupils and school personnel.
2. To counsel pupils, parents and others concerning appraisal findings.
3. To encourage the correction of remediable defects.
4. To assist in identification and education of handicapped children.
5. To help prevent and control disease.
6. To provide emergency service for injury or sudden sickness.

Date: December 10, 1973

Source: 79-1270

DRUG EDUCATION (cf. JCDAC)

IDBB

The enactment of Sec. 79-1270 by the State Legislature has mandated a comprehensive health education program with a strong emphasis on drug education which the board of education wholeheartedly endorses.

Footnote: 79-1270: Provisions shall be made by the proper local school authorities for instructing the pupils in all schools in a comprehensive health education program which shall include instruction as to the physiological, psychological, and sociological aspects of drug use, misuse, and abuse. Drugs are defined as any and all biologically active substance used in the treatment of illnesses, or for recreation

or pleasure. Special emphasis shall be placed upon the commonly abused drugs of: tobacco, alcohol, marijuana, hallucinogenics, amphetamines, barbituates, and narcotics.

Sec. 2. It shall be the duty of the Commissioner of Education to prepare such teaching aids and materials as may be necessary for an effective course in comprehensive health education which shall include drug education for distribution to all public and private schools requesting such materials and approved for continued legal operation under rules and regulations established by the State Board of Education pursuant to subdivision (5) (c) of section 79-328.

Sec. 3. School systems failing to meet the provisions of this act shall be guilty of a deviation from the rules and regulations for the approval and accreditation of schools, and proper action by the State Department of Education shall be taken.

Date: December 10, 1973
Legal Reference: 79-1270

EXTENDED PROGRAMS

IDC

Extended school year programs that increase the effectiveness of the school's educational program are permissible provided they receive advance administrative and board approval.

Date: December 10, 1973

SPECIAL PROGRAMS

IDD

Special programs in the areas of general curriculum development and in other such areas as the board may deem advisable, shall be made available for the improvement of the curriculum. Each curricular service provided shall function within the framework of well thought out objectives of the service. The administration shall keep the board of education well informed as to the progress of the special programs.

Date: December 10, 1973

REMEDIAL

IDDB

It is recognized that some school age children are in need of small group or special class instruction as a result of physical handicaps, mental handicaps, perceptual handicaps, emotional handicaps, and learning disabilities. As enrollment and needs become evident, the board of education will consider the establishment of individual and remedial services.

All remedial and individual services required by Nebraska State

statutes will be provided.

Date: December 10, 1973

HOMEBOUND INSTRUCTION

IDDC

Homebound instruction shall be offered to those pupils who are unable to attend school due to mental or physical illness or injury. The teachers will bring to the homebound child a combination service of teaching, guidance and counseling. The immediate goals will be to aid the child in achieving educational growth and to secure the spirit of a successful school experience.

Date: December 10, 1973

Legal Source: 43-607

COCURRICULAR ACTIVITIES (cf. JH)

IDE

The school program shall include provision for a balanced program of student activities in keeping with the various age level needs of the children served. Such activities are recognized by the board as vital needs in a well-rounded program of education when they are clearly defined and their function is primarily directed toward the growth of children. These activities shall be reviewed periodically by the superintendent and reports and recommendations made to the board.

Date: December 10, 1973

INTERSCHOLASTIC ACTIVITIES AND ATHLETICS

IDF

The board of education of the Blair Community Schools approves of a program of competitive interscholastic activities and athletics and will make such a program available to students from grade 7-12. The athletic program shall be as nearly self-sufficient financially as possible, with the fee rate being such as to not be prohibitive to interested spectators and patrons.

Date: December 10, 1973

ADULT EDUCATION PROGRAM (cf. JQJ)

IDG

The Blair Community Schools board of education recognizes the importance of bringing learning programs to the total community, not just grades K-12. Close coordination of the anticipated Eastern

Nebraska Technical Community College and the Blair Schools will be made in an attempt to make available to the community a strong Adult Education Program whether it be for personal enrichment, retraining, skill training in basics, or college credit.

Date: December 10, 1973

Source: BLAIR VOCATIONAL EDUCATION PROGRAM GUIDE (February 12, 1973)

INSTRUCTIONAL ARRANGEMENTS

IE

A supreme effort is to be made to give each student an opportunity to achieve to the maximum extent of his ability. Teachers will use methods of instruction and organizational arrangements that appear to be the best for the purposes intended. The objective of the district is to emphasize constantly the improving of ability of all professional workers and to increase the degree of success on the part of pupils.

The Blair Community Schools are not committed to any single method of teaching. Teachers are expected to make their own contribution in a manner most effective for them. Successful teaching manifests itself in the growth and development of children. Such teaching safeguards the personal integrity and emotional stability of the pupil.

Date: December 10, 1973

GROUPING FOR INSTRUCTION

IEA

Children can be grouped within a school and within a classroom so that each child may benefit to a greater extent than otherwise possible. Effective grouping must consider its purpose in each case in order to determine the basic difference facts to be minimized in each situation. Grouping should be as flexible as possible with provision for altering the grouping as often as necessary to fit the specific purpose involved. The aim is placement of each child among a group of classmates in a situation with whom his associations in work and play will be comfortable, yet where he will be continually challenged and inspired to work for higher goals within his capacity.

Since the children in our schools are infinitely diverse in their backgrounds, capacities and beliefs, teachers must accept these differences and learn to deal with them. Beneath these differences lie our common heritage and hopes, our belief in God, in freedom and in human dignity. One must appreciate that which we have in common in order to handle that which keeps us apart. Teachers have a great opportunity to make wise use of these differences so that the free mind and independent spirit of the next generation of Americans may be preserved.

Date: December 10, 1973

Source: EPS/NSBA

ORGANIZATION FOR INSTRUCTION

IEB

Organization for instruction is an important and basic responsibility of all teachers. A good daily program of instruction should have the following characteristics:

1. Flexibility
2. Consistency
3. Integration
4. Balance
5. Variety

Date: December 10, 1973

CLASS SIZE

IEC

The class sizes shall be considered the number of pupils under the jurisdiction of a regular teacher at any one time. Average class size is determined by dividing the total enrollment in all regular classes by the number of regular classroom teachers. Regular classes are those instructed by regular classroom teachers and do not include those instructed by remedial or counseling specialists. The classes of specialists are frequently much smaller because of the nature of their work and are not to be considered in determining average class size.

Each principal will report to the superintendent weekly on the enrollment of each class or section in his school. The principal will also notify the superintendent of any instances where class size is too large or too small for effective instruction and efficient use of personnel and may recommend a solution.

Date: December 10, 1973

Source: EPS/NSBA

SCHEDULING FOR INSTRUCTION

IED

The philosophy of the Blair Community Schools is to attempt to set up a schedule that will meet the needs of the individual student. The procedures used to accomplish this may vary from elementary to the secondary level. Parents, students, and teacher conferences will be used when necessary.

The superintendent of schools shall delegate scheduling responsibilities to the respective building principals who will keep him informed as to what scheduling procedures are being followed.

Date: December 10, 1973

STUDENT SCHEDULES

IEE

The student schedules should reflect the philosophy of the Blair Community Schools. On the secondary level individual student schedules are constructed on the basis of student needs and requests. The students in grades 7 through 12 register in the spring of the school year and the schedule is developed during the summer months. All students shall receive a copy of their schedule prior to the beginning of school in the fall.

Date: December 10, 1973

INSTRUCTIONAL RESOURCES

IF

The board of education believes that using a variety of instructional resources will help improve the learning environment for students.

Each building principal will be expected to work closely with individual staff members to determine the manner in which instructional resources may enrich and strengthen the instructional program of the classroom.

Date: December 10, 1973

INSTRUCTIONAL MATERIALS

IFA

Instructional materials refers to all materials provided by the district which may be read, listened to, or viewed as part of the instructional program. There are two broad categories of materials:

1. Those basic classroom materials used for study by a class, small group, or an individual, such as: textbooks, activity books, wall relief maps, films.
2. Those supplementary materials for class, small group, or individual use such as library books, pamphlets, magazines, tapes that are utilized in the media center or checked out for use.

Date: December 10, 1973

TEXTBOOK SELECTION AND ADOPTION

IFAA

The school board shall adopt such textbooks as needed for use in school as recommended by the superintendent of schools. Textbooks adopted by the board are expected to be used at least five years.

The superintendent of schools shall involve those principals and teachers who will be responsible for using the textbooks in a study of

various texts suited to their particular grade level or subject area.

Textbooks shall be furnished all pupils in the Blair Community Schools, according to law. The free use thereof is contingent upon the pupils reasonable care of the books.

Date: December 10, 1973

Source: Old Policies

Legal Reference: Sec. 79:4, 118

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

IFAB

With the vast influx and availability of print and non-print media, it appears that society in general, and the schools in particular have a responsibility to insure that students have access to collections of materials that will enhance their intellectual, moral, and spiritual growth. Careful selection and evaluation of library materials is essential; however, the principle that the library is the time honored place where students may go to seek information must not be violated. Inherent in this principle is the right of the student to seek out materials commensurate with his interests and level of maturation. This principle will be incorporated into the media program for the school district.

The superintendent of schools shall be responsible for setting up criteria by which supplementary instructional materials are selected and adopted. He shall make provision for the purchase of such materials within the annual budget submitted to the board of education, with due regard for the necessity and economical use of such material.

Date: December 10, 1973

EQUIPMENT AND SUPPLIES SELECTION AND ADOPTION

IFAC

In selection of equipment and supplies, the classroom teachers have the most important role. Their expression of interest and need and their recommendations are of primary importance. Before being submitted to the superintendent of schools all recommendations are to be screened by the building principals.

Date: December 10, 1973

INSTRUCTIONAL SERVICES

IFB

Instructional services refers to all services provided by the district that enhance and aid teachers in the strengthening of the instructional program.

Date: December 10, 1973

TEACHER AIDES

IFBD

Deployment of teacher aides in the Blair Community Schools is considered an excellent practice that has the endorsement of the board of education.

Date: December 10, 1973

INSTRUCTIONAL MEDIA PROGRAM

IFBE

The media program is defined as that part of the educational program relating to the services, facilities, equipment, and materials provided through media centers.

The school district will adhere to the accreditation standards and guidelines of the State of Nebraska. In addition, the superintendent and his staff will be expected to develop long range plans to achieve national standards and to evaluate the media program to insure that it adequately supports the instructional program.

Date: December 10, 1973

SCHOOL LIBRARIES

IFBF

The Blair Community Schools endorses the school library Bill of Rights which states that school libraries are concerned with generating understanding of American freedoms and with the preservation of those freedoms through the development of informed and responsible citizens. To this end, the board of education asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Date: December 10, 1973

PROFESSIONAL LIBRARIES

IFBFA

Each school building should have a professional library stocked with current educational periodicals and literature.

Date: December 10, 1973

EDUCATIONAL TELEVISION

IFBG

Each building principal will work in conjunction with classroom teachers to determine which educational television programs will be beneficial for Blair Community School students.

Date: December 10, 1973

COMMUNITY RESOURCES

IFC

The Blair community and surrounding area provides excellent supplementary and enriching resources and personnel to the daily educational program that should be utilized by teachers.

Date: December 10, 1973

FIELD TRIPS AND EXCURSIONS (also KFB)

IFCB

The school board considers class field trips, planned for specific educational purposes, an integral part of the school program, and thus will provide a particular amount for such trips in the annual school budget. Administrative regulations shall be set up to assure:

1. The educational value of a trip.
2. The safety of students and their adequate supervision.

3. That all participants have parental permission.
4. That all trips, and arrangements for them, have advance approval of the school principal.
5. That field trips not exceed a one-way distance of fifty miles from the school. Trips for greater distances shall require approval by the board of education. (This statement is an addition to the May 14, 1973, policy).

Nonschool Sponsored Educational Tours

Inasmuch as faculty members, as individuals, frequently conduct during vacation periods, extended educational tours involving the participation of Blair students, the school board wishes to state its attitude toward, and position on, such excursions.

First, it is not a reasonable function of the school board to regulate the activities of faculty and students during nonschool time. The school board will therefore neither sanction nor prohibit such activities or assume any responsibility for them. However, school facilities and school time shall not be used by faculty members to promote or solicit for such activities without administrative approval. (May 14, 1973.)

Date: December 10, 1973

Source: EPS/NSBA

USE OF COMMUNITY RESOURCE PERSONS

IFCC

The board holds that freedom to learn is no less a desirable freedom than freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society--a society in which many differing opinions are held and differing causes are expoused. It is important that the student develop an understanding of ideas and of people who may seem alien to him. It is also important that he develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving the student exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the Blair educational staff to speak or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. However, the board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines:

- A. The teacher/sponsor and school building administrator are expected to exercise judgment and to investigate fully those proposed resource persons to whom questions may arise.
- B. Teachers/sponsors should encourage the use of resource

persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of it.

- C. An appropriate record shall be made of each resource person utilized and of his/her presentation.
- D. The ideas presented and the resource person invited to present them shall have a demonstrable relationship to the curricular or co-curricular activity in which the participating students are involved.
- E. Prior to his/her appearance or participation, the resource person shall agree to abide by the following board regulations:
 - 1. Profanity, vulgarity, and lewd comments are prohibited;
 - 2. Smoking is not permitted while speaking or consulting with students;
 - 3. The teacher/sponsor responsible for inviting the resource person; or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

Date: December 10, 1973

Source: EPS/NSBA

SCHOOL VOLUNTEERS (also KFD)

IFCD

The Blair board of education recognizes that volunteers can make many valuable contributions to our schools. The board endorses a volunteer program in the Blair Community Schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made annually. Blair is fortunate in having many people with specific talents, interests and abilities who are willing to and capable of contributing to the education of our youth.

(May 14, 1973)

Date: December 10, 1973

Source: EPS/NSBA

GUIDANCE PROGRAM (also JE)

IG

Guidance in the Blair Community Schools shall be based on the premise of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community.

The basic goals of Blair's guidance program are:

- 1. Healthy student personal, social, emotional growth and development.
- 2. Increased student self-understanding.

3. Wise educational decisions by students.
4. Facilitation of achievement by students.
5. Sound career planning by students.
6. Effective utilization of the state and the nation's manpower and conservation of human resources.
(February 12, 1973)

Date: December 10, 1973
Source: State Department of Education

ACADEMIC ACHIEVEMENT (also JF)

IH

Students have a major responsibility for diligence in the study of school subjects. Failure of a student to apply himself in the study of school subjects is misbehavior just as surely as violation of rules and acts of disobedience.

Nebraska has legislation which pertains to students' behavior. Section 79-443 reads, "The district school boards and boards of education. . . shall make rules and regulations as it may seem best to secure the regular attendance and progress of children at school." Section 79-449 reads, "The district board or boards of education may authorize or order the suspension or expulsion from school, whenever in their judgment the interest of such school demands it, of any pupil guilty of gross misdemeanors or persistent disobedience, but expulsion shall not extend beyond the close of the term."

Boards of education interpret these laws to mean that "laggard" pupils are guilty of disobedience after they have been asked to work up to their capacities and have not done so. Student misconduct of this sort has a far reaching demoralizing effect on classmates and teachers. In the past, except for efforts to cajole, discipline, or motivate such problem cases, teachers have had no way of removing these disrupting pupils.

- a. A persistent lack of diligence in school work constitutes a serious breach of the student's obligation to conduct himself within the framework of accepted school behavior.
- b. If a student constantly wastes his own and his teacher's time, he will, after he and his parents have been warned and he has been given a period of grace (to be determined by principal) be suspended from school.
- c. Poor grades in and of themselves do not constitute grounds for suspension and expulsion.

No pupil shall be barred from school attendance except by suspension by the principal or superintendent. It should be noted that expulsion of pupils from school may not occur without action by the board of education. (February 12, 1973)

Date: December 10, 1973
Legal Reference: 79-443 and 79-449

GRADING SYSTEMS

IHA

Blair Community Schools shall use a letter grading system as a standard of measure for academic progress. The letters shall interpret academic achievement as follows:

A -- Outstanding	F -- Failure
B -- Above Average	U -- Unsatisfactory
C -- Average	P -- Pass
D -- Below Average	S -- Satisfactory

Grades are to be recorded systematically and periodically during each grading period. The grade D is reserved for those individuals who are working up to their capacity but whose scholastic aptitude precludes successful competition with other students.

REPORT CARDS (also JFAA)

IHAB

Report cards shall be prepared quarterly for grades 7-12 and semesterly for grades 4-6 as a report of the pupil's progress to their parents. Mid-quarter reports are also sent to parents whose children are doing failing work as well as outstanding work.

Poor work notices shall be sent to parents when the pupil's scholastic performance is not at a level commensurate with the pupil's ability. (February 12, 1973)

Date: December 10, 1973

Source: Old Policies

HOMEWORK

IHB

It is the feeling of the Blair school system that homework should be kept to a minimum for students and time should be provided for students to do academic work while in school. On occasion when homework is necessary, such activity should be a direct supplement to the classroom activity, be meaningful, and not busy work.

Date: December 10, 1973

CLASS RANKINGS

IHC

Class rankings are computed on the basis of grade point average and tallied after six semesters and each subsequent semester to follow.

The point standard for regular classes shall be:

A --	4
B --	3
C --	2
D --	1
F --	0

Those classes which are set up for low ability students are figured as follows:

A --	3
B --	2
C --	1
D --	0
F --	0

The building principal, or his delegated representative, is responsible for computing class rank.

Date: December 10, 1973

HONOR ROLLS

IHD

When honor rolls are published for each grade reporting period, a uniform method of compiling such records shall be used.

To be on the honor roll in the Blair Junior-Senior High School a student must qualify under the following system:

A =	1 point
B =	2 points
C =	3 points
D or 5	automatically eliminated
3 subjects add up to 4 points or less	- Honor Roll
3 subjects add up to 5 points	Honorable Mention
4 subjects add up to 6 points or less	- Honor Roll
4 subjects add up to 7 points	Honorable Mention
5 subjects add up to 8 points or less	- Honor Roll
5 subjects add up to 9 points	Honorable Mention
6 subjects add up to 10 points or less	- Honor Roll
6 subjects add up to 11 points	Honorable Mention

Date: December 10, 1973

PROMOTION AND RETENTION (also JFB)

IHE

The general policy of the district is to encourage and assist each pupil to move along in continuous growth pattern of academic achievement in harmony with his normal social and emotional development. In arriving at a decision for either the acceleration or retention of a pupil, the combined views of the teacher, principal, nurse and counselor are taken into consideration along with those of the parents. The results obtained from standardized achievement tests and class work assignments will be important factors in the decision.

The guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the child.

Date: December 10, 1973

TUTORING (also GERGB)

IHEAA

No teacher shall tutor (teach for reimbursement) any student in that teacher's class, nor a student who attends the same school to which the teacher is assigned. Tutoring a student from another building in the system should be carried on with the utmost tact and good judgment.

Date: December 10, 1973

Source: Council Bluffs (June 11, 1973)

GRADUATION REQUIREMENTS

IHF

All students who graduate from Blair High School (grades 9 through 12) must have at least 160 hours. A total of 10 hours in the co-curricular fields of music, athletics, and dramatics will apply towards the required 160 hours.

All students in addition to obtaining the minimum number of hours must participate in at least 6 semesters of English, 2 semesters of biology, 2 semesters of algebra, 4 semesters of physical education, one semester of health, one semester of driver training, 2 semesters of American history, one semester of comparative government, and one semester of either economics or contemporary affairs. The remainder of the individual's curriculum will be comprised of elective courses. Required courses can be waived for hardship cases by the principal only.

Source: 1963 Policy

Students who have completed a prescribed course of study are eligible to receive a high school diploma. (September, 1972)

Source: September, 1972, Policy

Date: December 10, 1973

EARLY GRADUATION (also JFCA)

IHFA

The board of education endorses the policy of early graduation of students who have met graduation requirements and have the permission of their parents.

Date: December 10, 1973

Source: March, 1973, Current Policy

STANDARDIZED TESTING PROGRAM

II

The board of education believes that a standardized testing program will provide a means for objective assessment of academic growth and potential of the student, and that a standardized testing program will assist the professional staff in determining the needs of the individual student and the student body as a whole.

The board of education, therefore, directs that a standardized testing program, which will provide for continuous, comprehensive, and comparable record of educational growth and development, be established. Specifically, the purpose of the standardized testing program is to:

1. facilitate the learning process.
2. improve the instructional program through the review and evaluation of the curriculum in terms of test analysis.
3. provide for an objective analysis of individual student needs.
4. enhance the effectiveness of counseling by providing the counselor with comparative data on a student.
5. assist the student through the developmental sequences of educational placement and career planning.
6. assist the teacher, counselor, student and his parents to better understand that the student is a unique person.
7. provide the district with the necessary data to perform studies relating to instruction, curriculum, and the student body.
8. enable the district to draw comparison with local, state, and national normative standards.

Date: December 10, 1973

EVALUATION OF INSTRUCTIONAL PROGRAM

IJ

The administration shall keep the board of education well informed about the school program and curricular services and progress being made in the strengthening of the school program and curricular services. Reports shall be made to the board when deemed advisable by the superintendent or on the request of the board.

Date: December 10, 1973

MISCELLANEOUS

IK

This sub-section contains some miscellaneous items related to the instructional program.

TEACHING METHODS

IKA

The sequence of the basic subjects in the curriculum must be planned to develop and challenge the individual capacities of each learner as he progresses through our school system. Although there must be a continuity to all learning, the rate and levels of learning are not always the same for each pupil in every subject or activity. Through testing, teacher observations, and techniques of guidance and counseling, the pupil's potential is to be evaluated and varied experiences are to be provided to individuals and groups from one year to the next.

Instructional materials and teaching methods should be flexible and must be made available to individuals and groups when they are needed. Both materials and methods must be geared to many levels of ability and maturity as well as to a variety of interests. In this manner, the needs of all children are planned for--the gifted, the slow learner, the child with special talent or special handicap, as well as the many who progress at the average rate.

Date: December 10, 1973

Source: District 66

CONTROVERSIAL ISSUES

IKB

The presentation and discussion of controversial issues in the classroom should be on an informative basis. The teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues until the students have had the opportunity to find, collect, and assemble factual material on the subject; to interpret the data without prejudice; to reconsider assumptions and claims and to reach their own conclusions. By refraining from expressing personal views before and during the period of research and study, the teacher is encouraging the students to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, weighed, and relationships seen before drawing inferences or conclusions, is among the most valuable outcomes of a free educational system.

The policy can best be described by listing three basic rights of the student:

1. The right to study controversial issues which have political, economic, or social significance on which, at his level, he should begin to have an opinion.

2. The right to study under competent instruction in an atmosphere free from bias and prejudice.
3. The right of access to all relevant information freely available in the school or public libraries.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be that of the true scholar which is truth-seeking, open minded, and tolerant.

Date: December 10, 1973

Source: EPS/NSBA

TEACHING ABOUT RELIGION

IKC

The Supreme Court of the United States in two significant decisions declared it illegal to hold formal, prescribed religious exercises in the public school. However, while the court's prohibitions are narrow, its permissions are broad. Accordingly, the following types of school activities are permitted in the Blair Community Schools so long as they do not take on the character of religious devotions:

1. Writing or analyzing literature on religious subjects.
2. Playing or singing and presentation of music which is religious in its inspiration or origin.
3. Performance of drama which deals with religious history or which is religious in its content.
4. Production or exhibition of art work dealing with religious themes.
5. Recognition of significant religious holidays by declaring school vacation or by sponsoring activities which acknowledge the importance of these holidays in our cultural life.
6. Comparative studies of religion.
7. Analysis of the Bible and other religious books as part of the study of religions.
8. Studies of the contributions made by religion to civilization.
9. Study of the Bible for its historic significance.
10. Recitations or study of historical documents which contain reference to God.
11. Singing of official anthems which contain reference to God.

Date: December 10, 1973

Legal Reference: United States Supreme Court, the Engel Decision on state adopted prayer (1962) and the Schempp decision on Bible reading (1963)

SCHOOL CEREMONIES AND OBSERVANCES

IKD

Opening exercises shall be a moment of silent meditation followed by the salute to the flag.

Date: December 10, 1973
Source: Current Practice

FLAG DISPLAYS

IKDA

United States flags are to be displayed in all classrooms. The United States and Nebraska flags are to be displayed at each school site.

Date: December 10, 1973
Legal Reference: 79-4, 128

ASSEMBLIES

IKE

The Blair board of education endorses the concept of assembly programs as a supplemental enrichment to the total school program.

Date: December 10, 1973
Source: Current Practice

SUBSTITUTE TEACHING (also GBRJ)

IKH

The superintendent of schools shall maintain an active list of persons qualified to act as substitute teachers. Substitute teachers shall be paid on a per diem basis at the rate stipulated on the salary schedule. When substitute teachers are adequately prepared in the area in which they substitute, and they are required to substitute in the area for a continuously long period of time, their pay may be determined pro rata, from the salary schedule as it applies to their total experiences and formal training.

Date: December 10, 1973

LESSON PLANS

IKI

Weekly lesson plans are required and should be made out at least one week in advance. Teachers are also requested to think in terms of the unit and semester organization of their work.

Date: December 10, 1973

J--STUDENTS

JA	Goals and Objectives
JAA	Equal Educational Opportunities
JB	Attendance
JBA	Compulsory Attendance Ages
JBB	Entrance Age
JBC	Resident Students
JBCB	Nonresident Students
JBCBA	Tuition (cf. JS)
JBCCA	To Schools
JBCD	Transfers
JBCE	Withdrawals
JBD	Absences
JBDA	Excuses
JBDB	Tardiness
JBE	Truancy
JC	Rights and Responsibilities
JCAB	Interrogations and Searches (cf. LDAJA)
JCB	Policies and Rules Development Involvement
JCC	Budget Planning Involvement
JCD	Conduct (cf. EDCB, JHCCA)
JCDA	Behavior Code
JCDAA	Smoking
JCDAB	Alcohol Use
JCDAC	Drug Use (cf. IDBB)
JCDB	Dress Code
JCE	Complaints and Grievances
JCEB	Hearing Procedure
JCEC	Demonstrations and Strikes
JD	Discipline
JDA	Corporal Punishment
JDB	Detention
JDC	Probation, Suspension, and Expulsion
JE	Guidance Program (also IG)
JEA	Educational Guidance
JEB	Personal Guidance
JEG	Vocational Guidance
JF	Academic Achievement (also IH)
JFA	Reporting
JFAA	Report Cards (also IHAB)
JFAB	Student Conferences
JFAC	Parent Conferences
JFB	Promotion and Retention (also IHE)
JFCA	Early Graduation (also IHFA)

JGA Student Insurance Programs
 JGC Student Health Services
 JGCA Physical Examinations
 JGCC Contagious Diseases
 JGCD Medication at School
 JGD Student Psychological Services
 JGF Student Safety
 JGFA Emergency Drills (also EBBC: cf. AFC, LDAK, LDAL)
 JGFB Supervision of Students
 JGFD Student Safety Patrols (cf. EBEE)
 JGFE Bicycle Use
 JGFF Automobile Use (cf. EBEE)
 JGFG Accidents
 JGFGA First Aid
 JGG Student Transportation
 JGHA Free Lunches

JH Student Activities (cf. IDE)
 JHB Activities Funds Management (also DK)
 JHC Student Organizations
 JHCA Student Clubs
 JHCAA Secret Organizations
 JHCAB Hazing
 JHCB Student Government
 JHCC Student Publications

JJC Work-Study Employment (cf. IDCF, LEGA)

JK Solicitations (also KDC)
 JKA Solicitations of Students (also KEBA)
 JKB Solicitations by Students (also KEBB)

JLA Gifts to Staff Members (cf. GAJB)
 JLB Gifts to School (also KHL)

JM Contests for Students (also KHB)

JQB Mentally Handicapped (cf. IDDG)
 JQF Married
 JQJ Adult (cf. IDG)
 JQK Exchange (cf. IDCD)
 JQKA Foreign
 JQL Veterans

JR Student Records
 JRA Types
 JRB Public Use
 JRC Disposition

JS Student Fees, Fines, Activities Fees and Charges (JBCBA)

JU Closed Campus

GOALS AND OBJECTIVES

JA

Blair board of education shall follow the "Educational Goal Statements for Nebraska" from the State Department as board policy.

Each student should:

Possess the skills necessary for learning in any situation, and prepare to learn continuously at his own direction.

Select appropriate resources and logical processes in solving problems.

Respect the total range of vocations and recognize their requirements and rewards.

Demonstrate a knowledge of and respect for the human body and its functions.

Understand and respect a variety of governmental systems, and be prepared to participate in his own.

Have knowledge of and skill in those leisure activities which will be available when he ends his formal schooling.

Be prepared to be a responsible member of a family as well as other groups.

Realize that every person is handicapped in some manner, and willingly adjust for handicaps in others as well as himself.

Develop his special intellectual and creative abilities.

Recognize his own personal worth and dignity and that of every individual.

Function within society according to a personal system of values.

Be involved in the decisions which help to create his educational experiences.

Share the responsibility for protection and improvement of both his social and natural world.

Recognize and respect differences in cultures around the world and around his community.

Date: February 12, 1973

Source: State Department of Education

EQUAL EDUCATIONAL OPPORTUNITIES

JAA

The Blair Community School District has been authorized by the legislature to execute the educational policy as defined in the Constitution. It shall be the policy of the Blair Community School District to offer a quality of education which provides all children with the necessary skills and attitudes, commensurate with their ability, to become effective citizens in the community, the state and the nation. This education shall be provided under a policy which is consistent with the provisions of the Constitution of the State of Nebraska, the laws of the State Legislature, the laws of the United States, and policies and regulations established by the board of education of Blair Community School District.

Date: February 12, 1973
Source: EPS/NSBA

ATTENDANCE

JB

Attendance in the Blair Community Schools is required only as attendance in school is required by the laws of the State of Nebraska.

The official attendance records for students are kept by the principals. Totals for the year are reported to the superintendent annually.

Date: February 12, 1973
Source: Old Policies
Legal Reference: 79-209

COMPULSORY ATTENDANCE AGES

JBA

Nebraska law holds that parents or guardians are responsible for seeing that any child not less than seven nor more than sixteen years of age are in school each day that school is in session, except when excused by school authorities.

Date: February 12, 1973
Legal Reference: 79-201

ENTRANCE AGE

JBB

The Blair board of education follows the provision as set forth by the State Legislature. A child shall not be admitted to kindergarten unless: (a) such child has reached the age of five years on or before October 15 of the current year, or (b) such child has demonstrated through recognized testing procedures approved by the State Board of

Education that he is capable of carrying on the work of those grades.

All students entering kindergarten shall present to the school an official certificate of birth.

Date: February 12, 1973

Source: Old Policies

Legal Reference: 79-444

RESIDENT STUDENTS

JBC

Grade placement shall be the responsibility of the principal and shall be based on general achievement, consideration being given to the mental, physical, emotional, and social maturity of the child. In general, pupils transferring into the system will be placed in the same grade level as in the school from which they transferred, but children transferring, as well as continuing pupils may be retained or advanced in grade at the principal's discretion.

Date: February 12, 1973

Source: EPS/NSBA

Legal Reference: 79-443

NONRESIDENT STUDENTS

JBCB

No student will be admitted who has not established legal residence in the district or who is not a bona fide nonresident tuition student from an outlying school district.

Date: Rev. December 10, 1973

TUITION (cf. JS)

JBCBA

Pupils who are non-residents of the Blair Community School District shall pay tuition or present to the district evidence of their resident legal guardianship. Tuition shall be determined by the board of education and shall be payable in advance by semester.

Date: February 12, 1973

Source: EPS/NSBA

Legal Reference: 79-445

TO SCHOOLS

JBCCA

The children residing within the city limits will normally attend the school nearest them which offers the grade. . .for which the children are prepared. . .rural children will be assigned annually by the administration.

When the board of education determines that circumstances require it, children residing in one attendance area may be required to attend classes in another attendance area.

Date: February 12, 1973

Source: Revised Old Policies

TRANSFERS

JBCCD

A pupil may be transferred from one elementary school to another for adequate reason when it is in the total interest of the schools to make such transfer.

Source: Old Policies

All high school students who wish to transfer in from another high school may be required to authorize procurement of:

1. An official transcript.
2. A statement from the principal or superintendent of the previous high school which details the applicant's record as a citizen. This may include:
 - (a) Attendance record
 - (b) Description of any discipline problems the school had with the student; the resulting action; and the outcome
 - (c) Any health (physical and/or mental) problems of the applicant student
3. Students may be admitted on a temporary basis while this information is being collected and evaluated.

Date: February 12, 1973

WITHDRAWALS

JBCE

A pupil is considered withdrawn from school at the end of the school day on the last day he attends classes. A notification of withdrawal must be made by the parent to the teacher or principal. Records are held until they are requested by the enrolling school.

A pupil over sixteen years may withdraw from school with approval of his parents. All other pupils who withdraw from school are reported to the truant officer who investigates the circumstances and reports to school authorities. If reasons for withdrawal are not sustained, the pupil is required to return to school.

Date: February 12, 1973
 Source: Old Policies
 Legal Reference: 79-211

ABSENCES

JED

A pupil in the Blair Elementary Schools is considered absent for each one-half day if he has not attended at least one-half of each half day.

Absences in the Blair Community Schools are recorded excused and unexcused according to the following:

1. Excused
 - (a) Illness
 - (b) Death in family
 - (c) Doctor or Dental appointment
 - (d) Other reasons deemed justifiable by respective building principal
2. Unexcused
 - (a) All others

Date: February 12, 1973
 Source: Old Policies

EXCUSES

JBDA

Students in the elementary grades must bring a signed note from home explaining a student's absence from school the day he returns to school. Students in the junior and senior high school must call in advance of a student's absence stating the reason.

Any student having a communicable disease must have a signed permission slip from the family doctor or consult the school nurse before returning.

Date: February 12, 1973
 Source: Old Policies

TARDINESS

JEDB

Pupils are considered tardy if they are not at their assigned stations according to the following morning schedule:

K- 3 -- 8:40 A.M.

4- 6 -- 8:30 A.M.

7-12 -- 8:25 A.M.

Students are also considered tardy during the school day in K-6 if they are late following the noon lunch period.

Date: February 12, 1973

TRUANCY

JBE

Any student thought to be in violation of Section 79-201 of Nebraska School laws shall be reported by the principal to the local attendance officer for immediate investigation.

Date: February 12, 1973

Legal Reference: 79-211

RIGHTS AND RESPONSIBILITIES

JC

The board recognizes the right of the individual to exercise freedom of expression. The board also recognizes that the establishment of a public educational program requires the formation of rules and regulations necessary to maintain an orderly process of learning and to maintain standards of student conduct and language appropriate in a school environment.

Date: February 12, 1973

Source: EPS/NSBA

INTERROGATIONS AND SEARCHES (cf. LDAJA)

JCAB

It is the desire of the school district to cooperate fully with all law enforcement agencies in the community. When law enforcement officials find it necessary to interview students during the school day, they will contact the student only through the principal's office. The school officials will bring the student to the office to meet the law enforcement officer.

All interviews with students at school by officers of the law will be conducted in a private office with the principal, counselor, or teacher present. The officer of the law will notify the parent of the interview.

Lockers are only loaned to students and the school retains ownership. The right of inspection of students' school lockers is inherent in the authority granted school boards and administrators and should be exercised so as to assure parents that the school, in exercising its "in loco parentis" relationship with their children will exercise every safeguard to protect the well-being of those children.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as

1. to protect each child's constitutional rights to personal privacy and protection from coercion.
2. to emphasize that schools are educational rather than penal institutions.
3. to act in the best interest of students and the welfare of the total school district.

Date: Rev. December 10, 1973

Source: EPS/NSBA

POLICIES AND RULES DEVELOPMENT INVOLVEMENT

JCB

In the development of policies and administrative rules affecting students the board of education may consider student opinion before adopting such policies.

Students may initiate consideration of policies and rules which will be processed through regular administrative channels and, whenever appropriate, will be considered and acted upon by the board of education.

Date: February 12, 1973

BUDGET PLANNING INVOLVEMENT

JCC

In preparation of the budget the board of education may consider the opinion of the student body.

Date: February 12, 1973

CONDUCT (cf. EDCB, JHCCA)

JCD

The moral conduct of pupils shall be of the highest type. It is expected that teachers are to exercise their influence to see that people learn moral and spiritual values in our general school atmosphere. Nothing shall be condoned in school which may tend to destroy or impair a desirable school atmosphere. Pupils may be suspended from school in order that this may be maintained.

In order to carry out their functions, staff members have the authority to discipline any pupil for disobeying any reasonable rule and exclusion from class may be used. The principal will make the final decision. Only the principal has the authority to temporarily suspend students. Students may be expelled on authorization by the superintendent and the board of education.

If and when necessary, such school officials as the school attorney and school physician may be employed to exercise the enforcement of the conduct of pupils.

Date: February 12, 1973

Source: Old Policies

Legal Reference: 79-449

BEHAVIOR CODE

JCDA

School students at all levels have a basic responsibility toward that school to so conduct themselves at all times so as to reflect credit to that school and themselves. This basic responsibility is to apply not only to school hours but to other times, especially while attending school activities at home and away.

Student attendance at school is a mandatory charge to parents for those children under sixteen years of age and continues as a privilege beyond that age. However, such attendance at any age level carries with it an obligation for the student to conduct himself within the framework of accepted school behavior. Failure to fulfill the obligation can result in the loss of the right and the privilege of public schooling for those under sixteen as well as those sixteen and over.

In other extreme situations a student may be suspended from school by the superintendent or principal on the basis of evidence that strongly indicates that the pupil has committed offenses against school discipline or moral codes of personal conduct. Examples are:

- a. Unsportsmanlike conduct involving visiting school teams or delegations, his or her own school teams, and representatives or officials of such contests.
- b. Destruction of school property.
- c. Gross disrespect for teachers, school officials, or other employees.
- d. Use of intoxicating liquor.
- e. Gambling.
- f. Fighting.
- g. Use of tobacco on school grounds or at school activities.

Date: February 12, 1973

Legal Reference: 79-443 and 79-449

SMOKING

JCDAA

Professional school personnel shall carry on programs of education designed to make students fully informed on the hazards of smoking.

The use of tobacco by students in school buildings or on school property is prohibited. Any student violating this policy shall be subject to suspension from school at the discretion of the principal.

Date: February 12, 1973
Legal Reference: 79-1270

ALCOHOL USE

JCDAB

Programs of education designed to make students fully informed on the dangers of alcohol shall be carried on by the instructional staff.

The consumption of alcohol is prohibited in school buildings or on school property. Any student who violates this policy shall be subject to suspension from school at the discretion of the principal.

Date: February 12, 1973
Legal Reference: 79-1270

DRUG USE (cf. IDBB)

JCDAC

The board of education's objective for drug education is, regardless of the level of instruction, the prevention of drug misuse and abuse. A sound drug education program should be developed and maintained that presents accurate information about the benefits and liabilities of drugs.

All principals are instructed to cooperate fully with law enforcement agencies and are to report to them information that would be considered beneficial in their efforts to stem illegal use of drugs.

The use or possession of drugs not prescribed by a physician is prohibited in school buildings or on school property. Any student violating this policy shall be subject to suspension or expulsion from school at the discretion of the principal, superintendent, and board.

Date: February 12, 1973
Source: EPS/NSBA
Legal Reference: 79-1270

DRESS CODE

JCDB

There is a necessity for rules and existence of limitations in regard to standards of dress and grooming. It is the responsibility of the students to be properly groomed. An individual's grooming or the way he dresses should be a credit to him and conducive to safety, good health, and cleanliness. If there is a question about reasonableness of appearance, the student, his parents, or guardian, and the school officials will participate in the final decision.

Source: School Policy, December 14, 1970

Date: February 12, 1973

COMPLAINTS AND GRIEVANCES

JCE

In the event a student, or group of students, would like to appeal a decision made by the administration of the school, the student(s) may present the items in question to the Student Council, if there is one. If the Student Council believes the appeal is justified, it should then be discussed with the principal. If the item is still unresolved it may be referred to the superintendent of schools. Finally an appeal may be made to the board of education if the parties involved are unable to arrive at a decision.

Date: February 12, 1973

Source: EPS/NSBA

HEARING PROCEDURE

JCEB

Parents or legal guardians of pupils expelled by the board of education shall be notified in writing stating the reason or reasons of such expulsion and the rights of appeal therefrom. Parents or legal guardians have the right to appeal such action to the school board at the first regular meeting of the board following the expulsion.

Date: February 12, 1973

Legal Reference: 79-449

DEMONSTRATIONS AND STRIKES

JCEC

The board of education of Blair recognizes that education leadership rests with the board, its administrators, the school principals and the teachers.

We recognize the right of students to dissent--peacefully--so long as the day-to-day educational process is not disrupted or hampered.

When such dissent includes violation of the rights of other students to an education, when such dissent involves force, threat of force, or actual law violation, those responsible will be summarily suspended from school, ordered from the campus, and, if necessary, law enforcement agencies called in to enforce the order.

Thereafter, the case of the suspended student will be handled on an individual basis in line with the policy of the school board, the custom of the school and the law.

Date: February 12, 1973

Source: EPS/NSBA

Legal Reference: 79-449

DISCIPLINE

JD

The discipline requirements in the Blair school system shall be those that are essential and reasonable in order that teachers may teach and students may learn. Every student shall be treated with respect and dignity.

On important charges, every effort should be made to consult with parents before a disciplinary decision is reached. If punishment is required, the punishment shall be reasonable and due regard given for the offense, the sex, and the age of the student. Teachers and administrators are to exercise discretion as to punishment imposed.

Date: February 12, 1973

Legal Reference: 79-443

CORPORAL PUNISHMENT

JDA

Classroom teachers or sponsors are responsible for the conduct of students under their jurisdiction and have the same authority to command and enforce obedience at school as do the parents at home. This authority includes the infliction of corporal punishment in a reasonable manner and with proper motive.

Date: February 12, 1973

DETENTION

JDB

Detention of students after school may be used as a penalty in instances where infractions of common school rules have occurred. The period of detention should not be excessive in length.

Date: February 12, 1973

PROBATION, SUSPENSION, AND EXPULSION

JDC

Whenever a student's behavior in school deviates too far from limits of acceptability and the staff's efforts to correct his behavior are fruitless, he will become liable for action to restrict his privileges and rights of school attendance.

Such action may be of three kinds:

1. Probation - A conditional enrollment during a trial period. Responsibility for placing a student on probation shall reside with the administration.
2. Suspension - A temporary termination of enrollment until stipulated conditions are met. Responsibility for suspending a student for a specified period shall reside with the administration.
3. Expulsion - A termination of enrollment for an extended period or for the semester. Responsibility and authority for a student's expulsion shall be exercised only through formal action of the board.

Expulsion is desirable only as the very last measure which a school can take. This should be reserved only for cases of chronic erratic behavior for which there is little hope for improvement under school conditions, and the welfare of the group is seriously endangered.

To support his recommendation for a student's expulsion by the board, the superintendent shall present to it a comprehensive written report of the measures taken by the staff to correct the student's conduct. The board will ascertain whether the student's parents have been kept informed of developments, whether their cooperation has been sought in the corrective efforts, and whether they have been notified by certified mail of their right to be present at the meeting during which the expulsion of their child is to be considered.

At the time of expulsion, the board shall set the duration of the expulsion.

Actions in suspending or expelling pupils shall be preceded by internal school procedures reflecting "due process" supported by defensible records.

Date: February 12, 1973

Source: Present Policy

Legal Reference: 79-449

GUIDANCE PROGRAM (also IG)

JE

Guidance in the Blair Community Schools shall be based on the premise of helping individuals achieve the self-understanding and self-direction necessary to make the maximum adjustment to school, home, and community.

The basic goals of Blair's guidance program are:

1. Healthy student personal, social, emotional growth and development.
2. Increased student-self-understanding.

3. Wise educational decisions by students.
4. Facilitation of achievement by students.
5. Sound career planning by students.
6. Effective utilization of the state and the nation's manpower and conservation of human resources.

Date: February 12, 1973

Source: State Department of Education

EDUCATIONAL GUIDANCE

JEA

Counselors shall assist pupils, parents and teachers in relating pupil interests, aptitudes, and abilities to current and future educational alternatives and opportunities.

Date: February 12, 1973

Source: State Department of Education

PERSONAL GUIDANCE

JEB

Counselors shall assist the student to understand and accept himself as he is, to make appropriate adjustments and decisions in light of his understanding, accept the responsibility of his choice, and follow a course of action in harmony with his choice.

Date: February 12, 1973

Source: State Department of Education

VOCATIONAL GUIDANCE

JEC

Vocational education and implementing career education are vitally dependent upon the guidance and counseling effort. Each student in the Blair Community Schools shall be afforded broad flexibility of choice with the assistance of occupational counseling.

Date: February 12, 1973

Source: State Department of Education

ACADEMIC ACHIEVEMENT (also IH)

JF

Students have a major responsibility in the field of diligence in the pursuit of study of school subjects. Failure of a student to apply himself in the study of school subjects is misbehavior just as surely as violation of rules and acts of disobedience.

Nebraska has legislation which pertains to students' behavior. Section 79-443 reads, "The district school boards and boards of education. . . shall make rules and regulations as it may seem best to secure the regular attendance and progress of children at school." Section 79-449 reads, "The district board or boards of education may authorize or order the suspension or expulsion from school, whenever in their judgment the interest of such school demands it, of any pupil guilty of gross misdemeanors or persistent disobedience, but expulsion shall not extend beyond the close of the term."

Boards of education interpret these laws to mean that "laggard" pupils are guilty of disobedience after they have been asked to work up to their capacities and have not done so. Student misconduct of this sort has a far reaching demoralizing effect on classmates and teachers. In the past, except for efforts to cajole, discipline, or motivate such problem cases, teachers have had no way of removing these disrupting pupils.

- a. A persistent lack of diligence in school work constitutes a serious breach of the student's obligation to conduct himself within the framework of accepted school behavior.
- b. If a student constantly wastes his own and his teacher's time, he will, after he and his parents have been warned and he has been given a period of grace (to be determined by the principal) be suspended from school.
- c. Poor grades in and of themselves do not constitute grounds for suspension and expulsion.

No pupil shall be barred from school attendance except by suspension by the principal or superintendent. It should be noted that expulsion of pupils from school may not occur without action by the board of education.

Date: February 12, 1973

Legal Reference: 79-443 and 79-449

REPORTING

JFA

Parents shall be kept informed of pupil progress through written communications, telephone calls, home visitations, report cards and conferences.

Date: February 12, 1973

REPORT CARDS (also IHAB)

JFAA

Report cards shall be prepared quarterly for grades 7-12 and semesterly for grades 4-6 as a report of the pupil's progress to their parents. Mid-quarter reports are also sent to parents whose children are doing failing work as well as outstanding work.

Poor work notices shall be sent to parents when the pupil's scholastic performance is not at a level commensurate with the pupil's ability. (February 12, 1973)

Date: February 12, 1973

Source: Old Policies

STUDENT CONFERENCES

JFAB

Student conferences with school personnel are encouraged by the board of education in facilitating optimum pupil educational growth.

Date: February 12, 1973

PARENT CONFERENCES

JFAC

Parent-teacher conferences are encouraged as a supplemental and more effective method of reporting, wherein essential information can be exchanged between the parent and the teacher.

Parent-teacher conferences are conducted formally twice each year in grades K-12. Parent-teacher conferences may be rescheduled at any time in all areas of the schools.

Date: February 12, 1973

Source: Old Policies

PROMOTION AND RETENTION (also IHE)

JFB

The general policy of the district is to encourage and assist each pupil to move along in continuous growth pattern of academic achievement in harmony with his normal social and emotional development. In arriving at a decision for either the acceleration or retention of a pupil, the combined views of the teacher, principal, nurse and counselor are taken into consideration along with those of the parents. The results obtained from standardized achievement tests and class work assignments will be important factors in the decision.

The guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the child.

Date: December 10, 1973

EARLY GRADUATION (also IHFA)

JFCA

The board endorses the policy of early graduation of students who have met graduation requirements and have the permission of their parents.

Date: February 12, 1973

Source: Present Policies, September 11, 1972

STUDENT INSURANCE PROGRAMS

JGA

All who participate in interscholastic contests are expected to be covered by accident insurance which the school may authorize and for which the pupil is expected to pay.

The school may offer children, at their own expense, a "school policy" of group insurance to take care of injuries, etc., sustained at school. In all cases the limits of such insurance shall be those stated in the policy.

Date: February 12, 1973

Source: Old Policies

Legal Reference: State Athletic Association requirements

STUDENT HEALTH SERVICES

JGC

Examination of all school pupils is made at least once a year by the school nurse and/or supportive personnel during the school year. Follow-up work is done by the school nurse during the months remaining.

Date: February 12, 1973

Source: Old Policies

Legal Reference: 79-4133 and 79-4135

PHYSICAL EXAMINATIONS

JGCA

All participants in football, basketball, wrestling, volleyball, cross country, golf, and track are required to have a physical examination. This is generally done cooperatively by local doctors prior to the beginning of the respective season.

All children entering kindergarten are to have a physical examination prior to their entry into school.

Date: February 12, 1973

Source: Old Policies

CONTAGIOUS DISEASES

JGCC

Any pupil having a contagious or infectious disease shall not be allowed to attend school until such time as all danger therefrom has passed. A doctor's certificate may be required for the pupil to return to school.

Date: February 12, 1973

MEDICATION AT SCHOOL

JGCD

Cooperation with parents and their physician is desired when the need arises for a child to be given medicine at school. However, the following rules must be observed:

1. Parents must contact the school nurse at home or by calling one of the schools.
2. Only a doctor can prescribe medicine. Medicine cannot be given unless directions are provided by the physician. A Medication Permit sheet is to be filled out and signed by a parent before medicine is administered at school.
3. Medicine must be in the prescription container.

STUDENT PSYCHOLOGICAL SERVICES

JGD

Student psychological services are provided for the Blair Community Schools by Educational Service Unit #3. The Psychology Department of ESU #3 offers individual evaluation and consultant services for students who are experiencing school adjustment and learning difficulties. Students identified with special needs should be referred to public and private agencies in the community when necessary.

Date: February 12, 1973

STUDENT SAFETY

JGF

Student safety is of paramount importance to the board of education. It is our goal to have the school staff provide experiences that will be both meaningful and relevant.

Students will be released from school only to parents or people properly identified.

A teacher is authorized to employ physical restraint when, in his professional judgment, the physical restraint is necessary to prevent a child from doing harm to others or to himself.

Date: February 12, 1973

Legal Reference: 79-1270

EMERGENCY DRILLS (also EBBC: cf. AFC, LDAK, LDAL)

JGFA

Special drill activities will be by the principal, head custodian, and faculty of each building to assure orderly movement and placement of students in the safest available building area.

Since many parents may not be at home, it shall be the policy to retain children and faculty at the school building in case of extreme emergency where less than one hour of warning time is known. Parents may come to the school premises to pick up their children if they so desire providing the school authorities are contacted first. Students will not be released without parental permission.

Date: February 12, 1973

Source: EPS/NSBA

SUPERVISION OF STUDENTS

JGFB

Each member of the teaching staff has responsibilities that extend beyond the classroom in matters of discipline, proper conduct, and supervision of pupils in buildings, on playgrounds, and on school property. The principal distributes these assignments as equitably as possible according to needs and conditions.

Date: February 12, 1973

STUDENT SAFETY PATROLS (cf. EBEE)

JGFD

There shall be no school or safety patrol in the Blair Community Schools. The board believes that "safety" must be taught jointly by the home and the school; that safety patrols tend to build a false sense of security when they are left in immature hands. Each person is, therefore, charged with the necessity of guarding his own safety.

Date: February 12, 1973

Source: Old Policies

BICYCLE USE

JGFE

In the interest of safety it is the policy of the Blair Community Schools that students in grades three through twelve who live six or more blocks from school may ride bicycles. Good bicycle safety practices must be respected and observed to retain the privilege of riding. Exceptions to the distance limitation may be made at the discretion of the principals.

Date: February 12, 1973

AUTOMOBILE USE (cf. EBBE)

JGFF

Students will not be allowed to drive any vehicle during the school day without permission from the principal. Students who persist in violating this regulation are subject to suspension by the principal.

Date: February 12, 1973

ACCIDENTS

JGFG

In the event of accident or injury sustained at school or at a school sponsored activity it is highly important that an immediate report of such injury or accident be made to the nurse and the school office. All accidents or injuries suffered during the daily course of school activities should be reported promptly, even though such injuries or accidents may seem trivial at the time.

Date: February 12, 1973

FIRST AID

JGFGA

There should be in each school building a staff member knowledgeable and qualified to give immediate First Aid until the school nurse arrives.

Each school building shall stock and maintain first aid materials.

Date: February 12, 1973

STUDENT TRANSPORTATION

JGG

The Blair Community School District shall furnish school bus transportation for all pupils to and from school who live outside of Blair city limits prior to January 1, 1969. The transportation system shall provide a service for promoting a safe and healthful pupil transportation, and contribute to the operational economy and efficiency of the Blair School District.

Pupil and Parent Responsibilities:

1. Pupils and parents must assume that bus transportation is a privilege not a right.
2. Pupils will ride assigned buses both to and from school and will not be let off at any other stop than their own without permission from a parent.
3. Parents are responsible for safety of pupils while going to and from pickup points and for their meeting the bus on schedule.

4. Parents and pupils will be held responsible for any damage to a bus by the pupils.
5. Parents and pupils will receive one warning for normal discipline problems. Second report may mean the forfeit of riding privilege.

Date: February 12, 1973
 Source: Present Board Policies

FREE LUNCHES (also EEA)

JGHA

The board shall follow the "Statement of Board Policy for Determining Eligibility for Free or Reduced Price Meals" from the State Department of Education and U.S. Department of Agriculture as school board policy. Reduced price lunches will not be offered.

Date: February 12, 1973
 Source: Present Policies, January 11, 1971

STUDENT ACTIVITIES (cf. IDE)

JH

School citizenship, as reflected in student activities, is a measure of achievement of important school goals. The staff is encouraged to capitalize upon all the educational possibilities of student activities. The school activities shall be self-supporting as much as possible. The board intends to make necessary budget allowances for the various activities.

Date: February 12, 1973
 Source: Old Policies and EPS/NSBA

ACTIVITIES FUNDS MANAGEMENT (also DK)

JHB

All monies accruing to the various school organizations and activities shall be placed in the common depository known as the Activity Fund. The management of that fund is vested in the superintendent or his designee.

Monies received to the Activity Fund shall be receipted to the proper account and all payments from the account shall be checked upon order either of the superintendent or the specific activity sponsor.

Reports of the status of these funds shall be made monthly to the board of education.

The Activity Fund is to be audited annually by a CPA.

Students involved in raising class funds should be involved in decisions resulting in expenditures of funds accrued by said class. At the end of the senior year for a class, if surplus funds exist, the board believes that the class working with the sponsor and principal has the right to make decisions as to the expenditure of the surplus funds. The board recommends the following as a possible means of expenditure:

1. Scholarship fund
2. Allocate to a 9, 10, 11 grade class
3. Gift to the school (equipment or material)
4. Library
5. Memorium

The board also believes that students of this age level will act with a high degree of integrity and responsibility, thus, reflecting those qualities acquired during their affiliation with our schools.

Date: February 12, 1973

Source: Old Policies and EPS/NSBA

Legal Reference: Handbook of Instruction for Uniform Financial Accounting in Nebraska Public School Districts - State and Federal Laws on Accounting

STUDENT ORGANIZATIONS

JHC

The schools may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups organized to promote or pursue specialized activities outside the classroom, provided membership is open to all interested and/or eligible students, approval of the building principal is obtained, and a member of the faculty attends the meeting or activity as an official advisor.

Date: February 12, 1973

Source: EPS/NSBA

STUDENT CLUBS

JHCA

The superintendent shall establish regulations for the operation of school-sponsored clubs which shall operate for the welfare and best interests of the students and school. School-sponsored clubs are those directly under the control of school authorities. Such clubs shall not be associated with or sponsored by any political or religious organization or by any organization which denies membership on the basis of race, color, creed or political belief.

Any club organization not directly under control of school authorities shall be deemed to be a non-school club. Non-school clubs may not conduct their activities on school property without express authority of the school board.

Date: February 12, 1973

Source: EPS/NSBA

Legal Reference: State Accreditation Standards

SECRET ORGANIZATIONS

JHCAA

Section 79-4,125 of the Nebraska School Laws states:

It shall be unlawful for the pupils of any public school of this state to participate in or be members of any secret fraternity or secret organization whatsoever that is in any degree a school organization.

Date: February 12, 1973

Legal Reference: 79-4,125

HAZING

JHCAB

Any person in attendance of the Blair Community Schools shall not conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades or disgraces, intimidates, or tends to injure, degrade, or disgrace any fellow student or person attending school.

Principals may, in disciplining violators, suspend such persons or even recommend to the board of education, their expulsion.

The board will consider each such recommendation on an individual basis.

Date: February 12, 1973

Source: Old Policies

STUDENT GOVERNMENT

JHCB

This valuable leadership and participation activity will be sponsored and supported by school authorities. Responsible and democratic functioning of this organization will be encouraged and upheld. Final responsibility and control over the student body organization is the principal.

Date: February 12, 1973

Source: EPS/NSBA

STUDENT PUBLICATIONS

JHCC

Publication of student newspapers, journals, and annuals receive, as an educational activity of proven value, the support and sponsorship of school authorities. Freedom of expression in such publications will be upheld, but student writers, editors, and faculty advisors must be responsible for the accuracy and propriety of their materials. Final responsibility and control over the content of such

publications are with the principal of the school concerned. Since the board feels that school publications are very worthy, the board will back the additional necessary expenses for school publications.

Date: February 12, 1973
Source: EPS/NSBA
Present Policies, January 12, 1970

WORK-STUDY EMPLOYMENT

JJC

The Blair board of education supports cooperative work-study programs.

Work-study programs that provide meaningful work experiences combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes are to be a very valuable part of Blair's educational program. Programs selected will be so designed that the student receives training commensurate with the needs for future employment in our area.

Date: February 12, 1973

SOLICITATIONS (also KDC and GAI)

JK

Participation in any fund or charity drive by either students or employees shall be entirely voluntary so far as each individual is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.

Without prior approval of the board of education, fund and charity drives involving students shall be limited to the Junior Red Cross and the March of Dimes.

Drawings, lotteries, and raffles are illegal and will not be permitted by the board of education.

Fund raising campaigns to be conducted by students or school employees to obtain funds for school, student body, class or club treasuries may not be conducted without prior approval of the superintendent of schools.

Date: Rev. November 12, 1973
Source: EPS/NSBA

SOLICITATIONS OF STUDENTS (also KEBA)

JKA

The Blair Community Schools shall strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises, and individuals. This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or handled by the school authorities. Outside organizations shall not be permitted to advertise events through the school or use the children to sell tickets except those jointly school-sponsored or school-approved parent-teacher activities. All information, advertising, tickets, and other materials must carry the name of the sponsor. The use of the title, board of education, shall not be used on any materials, notices, or advertising without the specific consent of the board.

Date: February 12, 1973

Source: EPS/NSBA

SOLICITATIONS BY STUDENTS (also KEBB)

JKB

Blair Community Schools have established programs of study. Classes pursue planned courses of study which outline approved sequences for the learning activities involved in each of the subject matter fields. It shall be contrary to established policy for this orderly sequence to be delayed or altered for the purpose of permitting students to engage in any fund raising campaign activities promoted by nonschool groups regardless of their merit without board authorization.

Date: Rev. November 12, 1973

Source: EPS/NSBA and Old Policies

STUDENT GIFTS TO STAFF MEMBERS (cf. GAJB)

JLA

Students shall be discouraged from the routine presentation of gifts to school department employees on occasions such as Christmas. Where a student feels a spontaneous desire to present a gift to a staff member, the gifts shall not be elaborate or unduly expensive. The board shall consider as always and in most circumstances more appropriate the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intended to discourage acts of generosity in unusual situations.

Date: February 12, 1973

Source: EPS/NSBA

GIFTS TO SCHOOLS (also KHE)

JLB

The board of education may accept on behalf of and for the school district any bequest or gifts of money or property for a purpose deemed by the board to be suitable, and to utilize such money or property so designated.

The superintendent of schools shall set up criteria to be met in the acceptance of gifts, and the procedure for examining and evaluating offers of gifts to the district.

All gifts shall be given to the school district as a whole, and not to a particular school. At the discretion of the superintendent, the gift may be used in a particular school.

Date: February 12, 1973

CONTESTS FOR STUDENTS (also KHB)

JM

Contests sponsored by out-of-school organizations, upon request, may have announcements posted for the information of students interested in entering. Announcements of such contests may be made orally to students, but teachers may promote such contests only if the subject of the contest fits into the course of study at the particular time. The following statements shall be a guide for determining participation in contests:

The primary educational aims of the schools and the needs and interests of their pupils must be a consideration at all times.

Schools shall not be used to promote private or commercial interests.

Schools shall not be used for direct sales promotion of individual competitive goods or services.

All materials or activities initiated by private sources shall be judged on grounds of their (a) direct contribution to educational values, (b) factual accuracy, (c) good taste.

Consideration shall be given in all cases to protecting students and teachers against unreasonable added work and responsibilities.

Date: February 12, 1973

Source: EPS/NSBA

MENTALLY HANDICAPPED (cf. IDDG)

JQB

Students seeking admittance to the Educable Mentally Handicapped classes in the Blair Community Schools must meet the following requirements:

1. Students must be evaluated and recommended for placement in classes for the Educable Mentally Handicapped, as defined by the Nebraska State Department of Education, by a qualified psychological tester.
2. Final approval for entrance is given following an interview with the student, parents, teacher, and school administrator.

Students seeking admittance to the Trainable Mentally Handicapped classes in the Blair Community Schools must meet the following requirements:

1. Students must be evaluated and recommended for placement in the classes for the Trainable Mentally Handicapped, as defined by the Nebraska State Department of Education, by a qualified psychological tester.
2. Final approval for entrance is given following an interview with the student, parents, teacher, and school administrator.
3. When the enrollment in the Trainable Program reaches capacity, preference is given to Blair Community School students.

Date: February 12, 1973

MARRIED

JQF

Married students have the same rights as unmarried students.

Date: February 12, 1973

ADULT (also IDG)

JQJ

The Blair Community Schools board of education recognizes the importance of bringing learning programs to the total community, not just grades K-12. Close coordination of the anticipated Eastern Nebraska Technical Community College and the Blair Schools will be made in an attempt to make available to the community a strong Adult Education Program whether it be for personal enrichment, retraining, skill training in basics, or college credit.

Date: February 12, 1973

Source: BLAIR VOCATIONAL EDUCATION PROGRAM GUIDE

EXCHANGE

JQK

The waiving of tuition for exchange students shall be considered by the board of education on an individual basis. Evidence of legal guardianship within the Blair School District by the exchange student will initiate the waiving of tuition.

Date: February 12, 1973

FOREIGN

JQKA

The waiving of tuition for foreign exchange students shall also be considered by the board of education on an individual basis. Evidence of legal guardianship within the Blair School District by the foreign exchange student will initiate the waiving of tuition.

Date: February 12, 1973

STUDENT RECORDS

JR

The records of the school concerning an individual student shall be used for the promotion of the student's welfare. Student records shall be made available to an outside person or agency only under the following conditions:

1. A "Release of Information" request is received by a school official duly signed by a parent of the student, or legal guardian, or by a student of legal age.
2. A "Request for Information" is received by school officials in the form of a specific request from the court or court order. Only information requested should be provided.
3. A "Request for Transcript" is received by school officials from a receiving school. Only information such as grades, attendance records, and group test scores should be included. Psychological reports cannot be released without having been specified in the signed "Release of Information" request as per #1 above.
4. In instances where requests for information might come from an outside agency such as the VA, working for the welfare of a student, the agency will file a release from the student or parent or guardian. In lieu of such a release, a form signed by a judge (not necessarily in the form of a subpoena) would suffice.

Student records are available to any pupil, his parents and/or guardian upon request. Academic and disciplinary materials shall be maintained separately with all disciplinary material removed and destroyed upon the students' graduation or after his continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to sections 84-1201 to

84-1220, Reissue Revised Statutes of Nebraska, 1943.

The folder shall be kept up to date and should move with the child through his school career.. All drop folders shall be filed with the central office.

Date: Rev. December 10, 1973

Source: EPS/NSBA
Old Policies
Accreditation Standards

Legal Reference: LB 370, 1973

TYPES

JRA

Student records are interpreted to include grades, attendance records, group test scores, health reports, teachers' comments regarding the child, and psychological evaluations.

Date: February 12, 1973

PUBLIC USE

JRB

The records of the school concerning an individual pupil shall be used for the promotion of the welfare of the pupil, and shall not be made available to any outside person or agency unless it is reasonably clear that such person or agency will use the records to the advantage of the child or his family or in the interest of justice.

No teacher shall ever give information from a child's record to anyone outside the school staff, except the child's parents, unless he shall first obtain the permission of the principal.

Other school officials may give information from the records only to the child, his parents, the authorized representatives of the child and his parents, police officers, or other public officials, prospective employers, representatives of recognized social agencies, or other persons approved by the child's parents.

Date: February 12, 1973

Source: EPS/NSBA

DISPOSITION

JRC

Pupil records may not be disposed of except in the case of transfers of pupils to other school districts.

Date: February 12, 1973

Source: Old Policies

STUDENT FEES, FINES, ACTIVITIES FEES,
AND CHARGES (cf. JBCBA)

JS

Fees shall not normally be assessed for any part of the instructional program without board approval.

Students incur expense for class rings, pictures, graduation invitations, etc. Purchase of these items is never mandatory.

Lyceum programs are offered from time to time at a minimum charge.

Membership in school organizations may require outlay of money for personal purchases, transportation, etc. Shop bills are incurred for purchases of materials and supplies for shop projects.

Students may wish to insure their band instruments in the blanket policy which the school holds. It is not compulsory for them to participate.

Additional fees may be charged to students on occasion when considered necessary by the school administrator.

Date: February 12, 1973

Source: Old Policies

CLOSED CAMPUS

JU

Blair board of education policy is to have a closed campus at the high school with students to remain in the building the entire school day. Students may leave the building during the day only with permission granted by the school authorities.

Date: February 12, 1973

Source: Present Policies, December 13, 1971

K--GENERAL PUBLIC RELATIONS

KA Goals and Objectives

KB Public Information Program (cf. FC)
KBA Public's Right to Know
KBB School-Sponsored Information Media
KBC News Media Relations
KBCA News Releases
KBCC Board Meeting Coverage (cf. BCBJ)
KBF Use of Students

KC Board-Community Relations
KCA Public Participation in Board Meetings (also KBCBI)
KCB Community Involvement in Decision-making
KCEA Advisory Committees (also BBF)
KCEB Policies and Rules Development Involvement
(also EDBC, CMAAB)

KD Staff-Community Relations (also GAH)
KDC Solicitations
KDCA Solicitations by Staff (also GAIA)
KDCB Solicitations of Staff (also GAIB)

KEAA Community Activities and Performances by Students
(cf. JHE)

KEB Solicitations
KEBA Solicitations of Students (also JKA)
KEBB Solicitations by Students (also JKB)
KEC Interviews with Students

KFB Field Trips and Excursions (also IFCB)
KFD School Volunteers (also IFCD)

KG Use of School Facilities (cf. DFG)
KGA Buildings and Grounds
KGB Sunday Use
KGC Lease and Rental Procedures
KGD Written Requests
KGE Qualified Supervisor
KGF Rental Charges
KGG Use of Cafeteria Facilities
KGH Exceptions
KGI Lessee (Agency) Chairman
KGJ Damage to Property
K GK Liability Insurance
KGL Loaning Restrictions
KGM Religious Meetings
KGN Liquor and Tobacco

KHB Contests for Students (also JM)
KHD Gifts to Staff Members (cf. GAJB)
KHE Gifts to Schools (also JLB)

KI Free Materials Distribution in Schools

KJ Advertising in the Schools
SN Includes advertising in school publications, on school
 property, and sponsored advertising of school events

KM Visitors to the Schools

KN Handling of Complaints
KNA About School Policies
KNB About Curriculum
KNBA Instructional Materials
KNC About School Facilities and Services
KND About School Personnel

PUBLIC RELATIONS GOALS AND OBJECTIVES

KA

The board of education, in an effort to ensure and enhance the possibilities for excellence in the education of our children in a free society, presents and endorses this statement of policy on school and community relations because of its conviction that (a) the public schools belong in every sense to the people who created them by consent, and support them by taxation; (b) the schools are only as strong as the intelligent and informed support of the people of the community, and never any stronger; and (c) the support of the people must be based upon their knowledge of, their understanding about, and their participation in the aims and efforts of the public schools.

The board therefore reaffirms and declares its design and intent

---to keep the citizens of the district regularly and thoroughly informed through all the channels of communication on all the policies, programs, problems, and planning of the school system, and to carry out this policy through its own efforts and the offices of the superintendent of schools and the director of school-community relations.

---to invite the advice and counsel of the people of the school district at all times and especially at all monthly meetings of the board, except at executive sessions

---and to solicit the sound thinking and studied counsels of the people through advisory committees selected from the community and appointed by this board to consider those problems which vitally affect the future of our children

Date: May 14, 1973

Source: EPS/NSBA

PUBLIC INFORMATION PROGRAM (cf. FC)

KB

The people in this community are interested in their schools as an extension of their homes, existing to furnish a special form of aid in the development of their children. The schools closely touch the lives of all persons in this community, and every attempt shall be made by the board of education to represent the people according to the best interests of their children. To this end, the board of education shall attempt to:

1. Keep themselves and the public informed regarding the policies, administrative operation, objectives, and successes or failures of the schools.

2. Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plans and programs.

Date: May 14, 1973

Source: EPS/NSBA

PUBLIC'S RIGHT TO KNOW

KBA

In today's world of increasing emphasis on education, the people, through the communications media, have become more aware of public education and more interested in it. A good relationship with the communications media is necessary if the story of the schools is to be told successfully.

The board of education supports the right of the people to know about the programs and services of their schools by making every effort to disseminate information. It is the responsibility of each school and staff member to facilitate dissemination by helping all news media representatives to obtain available information as accurately, quickly, and conveniently as possible. Good judgment and keen understanding are of paramount importance.

Date: May 14, 1973

Source: EPS/NSBA

SCHOOL-SPONSORED INFORMATION MEDIA

KBB

The extent of public understanding of Blair Community Schools is partly dependent on the presentation of complex educational matters in brief, easily assimilated publications. The quality and effectiveness of the instructional programs as well as the broader aspects of education depend to a significant extent on printed administrative and instructional materials provided the teaching staff. It is the policy of the Blair school board to encourage and support the production and public distribution of appropriate informational publications and to publish such professional materials as are necessary to meet the special needs of the teaching staff.

Date: May 14, 1973

Source: EPS/NSEA

NEWS MEDIA RELATIONS

KBC

The board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area. The superintendent of schools shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

Date: May 14, 1973

Source: EPS/NSBA

NEWS RELEASES

KBCA

Routine news and information concerning school events, personnel, students, and programs may be released to the press by or with the approval of the administrative officer in charge of the school or program area concerned. All other matters concerning the Blair School system or prepared for publication by any of its employees or students shall be approved by the superintendent prior to release to the public press.

Date: May 14, 1973

Source: EPS/NSBA

BOARD MEETING COVERAGE

KECC

The school board secretary shall publish in our local newspaper a list of the claims and a concise summary of all other proceedings of such meeting within ten days after any regular or special meeting.

Date: May 14, 1973

Legal Reference: 79-513

USE OF STUDENTS

KEF

The participation of pupils in interpreting the educational program of the schools to the community shall be encouraged, with the understanding that

1. Pupils shall not be exploited for the benefit of any individual or group.
2. Pupils shall participate only in appropriate situations.
3. The use of pupils shall always be evaluated in terms of the effect on the child.
4. Pupils shall not solicit or promote school district issues without approval of the superintendent's office.

5. The best possible community relations grow from a superior teaching job in the classroom. Enthusiastic pupils with serious intentions, well directed by sympathetic and capable teachers, are certain to communicate with the parents and the community. Blair School District believes this is the cornerstone of good community relations.

Date: May 14, 1973

Source: EPS/NSBA

BOARD-COMMUNITY RELATIONS

KC

Public education today must have the complete understanding of the community it serves. Every possible means of attaining this understanding must be developed by the school district. The board of education and/or the superintendent of schools shall, as the need arises, call public meetings for the purpose of discussing problems pertinent to the school program in the district. Special effort shall be exerted in such meetings to solicit attendance from a cross-section of the community.

Date: May 14, 1973

Source: EPS/NSBA

PUBLIC PARTICIPATION IN BOARD MEETINGS (also BCBI)

KCA

All meetings of the board shall be open to the public. All actions of the board shall be taken openly and the deliberations leading to board action shall likewise be conducted openly. The public is invited to attend board meetings and will be given limited time to voice opinions or problems.

The board reserves the right to meet in an executive session as provided for in Section 84-1405 of the Nebraska Education Code. No action shall be taken by the board while it is in executive session. All action shall be taken in an open meeting.

The board recognizes its responsibility to conduct the business of the district in an orderly and efficient manner and will therefore require reasonable controls to regulate public presentations to the board. A person wishing to be heard by the board shall first be recognized by the president. He shall then identify himself and proceed with his comments as briefly as the subject permits. The president is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the time for such a presentation. The board as a whole shall have the final decision in determining the appropriateness of all such rulings.

Date: May 14, 1973

Source: EPS/NSBA

Legal Reference: 84-1405

COMMUNITY INVOLVEMENT IN DECISION-MAKING

KCB

Residents of the district who are especially qualified because of training, experience, or special talents shall be encouraged to take an active part in school affairs. Such persons shall be invited to act as advisers, individually and/or in groups, in areas such as the following:

1. Clarifying the general ideas and attitudes held by residents of the district in regard to the Blair Schools.
2. Developing broad policies under which the school system is to be managed.
3. Establishing administrative arrangements and regulations designed to implement the above policies.
4. Determining the purposes of courses of study and special services to be provided for pupils.
5. Evaluating the extent to which the above purposes are being achieved by present practices.
6. Giving active assistance to the professional staff in the actual operation of classes and services, when and where the staff deems such aid valuable.
7. Solving a specific problem or set of closely related problems about which a decision must be made.
8. Operating agencies outside the regular school system that have a direct bearing on the educational or school program.

The board and the staff shall give serious attention to the advice received from individuals and community groups interested in the schools. Special attention shall be given to those who have been invited to advise regarding selected problems, but the board and staff must use their own best judgment in arriving at decisions.

Date: May 14, 1973

Source: EPS/NSBA

ADVISORY COMMITTEES (also BBF)

KCBA

The board of education shall welcome the advice and counsel of citizens in the planning and operation of the schools. To facilitate this, the board of education may wish to establish Citizen Advisory Committees. The specific duties of such a committee shall be outlined by the board at the time of appointment. A Citizen's Advisory Committee shall be considered dissolved when its final report is made and acted upon by the board of education. The superintendent of schools shall be the liaison person in such matters.

Date: May 14, 1973

POLICIES AND RULES DEVELOPMENT INVOLVEMENT
(also BDB, CMAAB)

KCBB

Adoption of new policies, or changing existing policies, is solely the responsibility of the board. Proposals for new policies, or changes to existing policies, may be initiated in writing by any board member, by any citizen of Blair, or by any employee of the board. The policy proposals shall be referred to an appropriate committee of the board for detailed study prior to public discussion of the proposal.

Date: May 14, 1973

Source: EPS/NSBA

STAFF-COMMUNITY RELATIONS (also GAH)

KD

A staff-community relations program covers each local school and the various school system levels. The superintendent is assigned the basic responsibility for planning the program for maintenance of continuous and effective liaison with home and various civic, government, business, and community organizations.

Date: May 14, 1973

SOLICITATIONS (also GAI and JK)

KDC

Participation in any fund or charity drive by either students or employees shall be entirely voluntary so far as each individual is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.

Without prior approval of the board of education, fund and charity drives involving students shall be limited to the Junior Red Cross and the March of Dimes.

Drawings, lotteries, and raffles are illegal and will not be permitted by the board of education.

Fund raising campaigns to be conducted by students or school employees to obtain funds for school, student body, class or club treasuries may not be conducted without prior approval of the superintendent of schools.

Date: Rev. November 12, 1973

Source: EPS/NSBA

SOLICITATIONS BY STAFF (also GAIA)

KDCA

A professional employee shall not sell instructional supplies, equipment, or reference books in the attendance area served by his school. He shall not furnish lists of students or parents to anyone selling these materials.

Date: May 14, 1973

SOLICITATIONS OF STAFF (also GAIB)

KDCB

No out-of-school organization will be allowed to solicit school employees through the various buildings.

Date: May 14, 1973

Source: Columbus

COMMUNITY ACTIVITIES AND PERFORMANCES BY STUDENTS (cf. JHE) KEAA

Although cognizant of the values, both social and scholastic, derived by pupils participating in various community sponsored activities, the following points should be used by principals in determining whether or not pupils may participate in such activities during school hours:

1. The participation in the project will not deprive students of time needed in acquiring basic skills.
2. The regular schedule will not be interrupted unless the majority of the students benefit through their participation.
3. Neither an individual nor the school as a whole shall be permitted to use school time in working on community sponsored projects unless such an undertaking is contributing to the educational program.

Date: May 14, 1973

Source: EPS/NSBA

SOLICITATIONS OF STUDENTS (also JKA)

KEBA

The Blair Community Schools shall strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises, and individuals.

This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or handled by the school authorities.

Outside organizations shall not be permitted to advertise events through the school or use the children to sell tickets except those

jointly school-sponsored or school-approved parent-teacher activities.

All information, advertising, tickets, and other materials must carry the name of the sponsor. The use of the title, Board of Education, shall not be permitted on any materials, notices, or advertising without the specific consent of the board.

Date: May 13, 1973

Source: EPS/NSBA

SOLICITATIONS BY STUDENTS (also JKB)

KEBB

Elair Community Schools have established programs of study. Classes pursue planned courses of study which outline approved sequences for the learning activities involved in each of the subject matter fields. It shall be contrary to established policy for this orderly sequence to be delayed or altered for the purpose of permitting students to engage in any fund raising campaign activities promoted by nonschool groups regardless of their merit without board authorization.

Date: Rev. November 12, 1973

Source: EPS/NSBA

INTERVIEWS WITH STUDENTS

KEC

Individual pupils, during school hours, may not be interviewed by any person, except an employee of the board of education, without the approval of the principal. No interview shall be granted unless it is deemed essential to the welfare of the child or as may be required by court order. An employee of the school district shall be present during such interview.

Date: May 14, 1973

Source: EPS/NSBA

FIELD TRIPS AND EXCURSIONS (also IFCB)

KFB

The school board considers class field trips, planned for specific educational purposes, an integral part of the school program, and thus will provide a particular amount for such trips in the annual school budget. Administrative regulations shall be set up to assure:

1. The educational value of a trip.
2. The safety of students and their adequate supervision.
3. That all participants have parental permission.
4. That all trips, and arrangements for them, have advance approval of the school principal.

5. That field trips not exceed a one-way distance of fifty miles from the school. Trips for greater distances shall require approval by the board of education. (This statement is an addition to the May 14, 1973, policy).

Nonschool Sponsored Educational Tours

Inasmuch as faculty members, as individuals, frequently conduct during vacation periods, extended educational tours involving the participation of Blair students, the school board wishes to state its attitude toward, and position on, such excursions.

First, it is not a reasonable function of the school board to regulate the activities of faculty and students during nonschool time. The school board will therefore neither sanction nor prohibit such activities or assume any responsibility for them. However, school facilities and school time shall not be used by faculty members to promote or solicit for such activities without administrative approval.

Date: May 14, 1973

Source: EPS/NSBA

SCHOOL VOLUNTEERS (also IFCD)

KFD

The Blair board of education recognizes that volunteers can make many valuable contributions to our schools. The board endorses a volunteer program in the Blair Community Schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made annually. Blair is fortunate in having many people with specific talents, interests and abilities who are willing and capable of contributing to the education of our youth.

Date: May 14, 1973

Source: EPS/NSBA

COMMUNITY USE OF SCHOOL FACILITIES

KG

School buildings and facilities are available for community use provided they are educational, patriotic, philanthropic, civic, musical or social in nature, intended to promote the public welfare, and do not interfere with the activities of the public school.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

USE OF BUILDINGS AND PROPERTIES

KGA

The buildings and properties of the School District shall be available for community use under conditions prescribed or permitted by law and in accordance with the adopted policies of the board of education.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

Legal Reference: 79-4142

SUNDAY USE

KGB

No outside agencies shall be granted permission to use the school buildings on Sunday, unless special permission is granted for a specific purpose.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

LEASE AND RENTAL PROCEDURES

KGC

The superintendent shall approve applications from outside agencies for the use of school property, supervise such use, and collect rentals in accordance with the established policies of the board of education.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

WRITTEN REQUESTS

KGD

Requests from outside agencies for use of school facilities must be made in writing and presented to the superintendent of schools for consideration for approval. The application is to be signed by a responsible person of the agency. A signed rental contract must then be entered into between the school and the outside agency.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

QUALIFIED SUPERVISOR

KGE

School facilities may be used only under the direct management of persons qualified, from the school personnel, to use and care for any equipment or apparatus that is needed. A custodian shall be present throughout the time of the meeting and for at least one-half hour before the meeting is scheduled to begin. Custodians are responsible for opening and closing the building, for heating, lighting, and ventilating the parts used.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

RENTAL CHARGES

KGF

Bona fide community use of school buildings and facilities for educational, patriotic, philanthropic, civic, musical or social purposes which are intended to promote the welfare, and which do not interfere with or conflict with the activities of the schools shall be made available on the following fee basis:

High School Auditorium	\$25.00
High School Gymnasium	25.00
Central Auditorium, Multi-purpose rooms in the elementary schools, and the high school dining room	\$ 5.00 an hour, minimum, \$10.00

For commercial purposes and promotion, the rental of the high school auditorium and the high school gymnasium shall be \$150.00 per day, plus 10% of the gross ticket sales.

The school reserves the right to all concession sales.

One rehearsal without charge will be allowed as part of the rental charge.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

USE OF CAFETERIA FACILITIES

KGG

Applicable to any building:

- a. The cafeteria kitchen(s) shall be used for school functions only.
- b. Cafeteria employees shall supervise or work in the kitchens. Others may work in the cafeteria only under supervision of cafeteria employees.

- c. No banquet or meals shall be served at less than gross cost. Profits, if any, are to be placed in the school lunch account.
- d. Operation of equipment will be by cafeteria employees only.

Date: May 14, 1973

Source: Present Policies, February 12, 1973

EXCEPTIONS

KGH

Applications which are exceptions to or not covered by the preceding provisions shall be brought to the attention of the board of education for action.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

LESSEE (AGENCY) CHAIRMAN

KG I

Any organization or group using school facilities shall designate one member of its group (agency) as "chairman" with the responsibility for the program or activity. This person shall in turn be responsible to the principal of the building in which the event takes place.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

DAMAGE TO PROPERTY

KGJ

The lessees or group using the facilities must agree to restore to satisfactory condition any unwarranted destruction or damage to property. The board of education shall be the sole judge of unwarranted destruction or seriousness of damage and the extent to which repairs are required.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

LIABILITY INSURANCE (also GAPA)

KGK

Personal liability insurance coverage is carried for board and staff members for charges and court cases involving wrongful acts, errors in judgment and depriving persons of their civil rights.

Date: May 14, 1973

Source: Present Policies, December 11, 1972

LOANING RESTRICTIONS

KGL

School furniture and equipment shall not be loaned to non-school groups.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

RELIGIOUS MEETINGS

KGM

No religious or political meetings shall be held in school facilities without special approval of the board of education.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

LIQUOR AND TOBACCO

KGN

The use of intoxicating beverages upon school premises is strictly prohibited. Tobacco may only be used in designated areas.

Date: May 14, 1973

Source: Present Policies, June 12, 1972

CONTESTS FOR STUDENTS (also JM)

KHB

Participation in contests is optional with the individual school. While there is no intent to refuse to cooperate with agencies sponsoring worthwhile contests, there is very definitely a desire to keep such cooperation within reasonable bounds. The following statements shall be a guide for determining participation in contests.

The primary educational aims of the schools and the needs and interests of their pupils must be a consideration at all times.

Schools shall not be used to promote private or commercial interests.

Schools shall not be used for direct sales promotion of individual competitive goods or services.

All materials or activities initiated by private sources shall be judged on grounds of their (a) direct contribution to educational values, (b) factual accuracy, (c) good taste.

Consideration shall be given in all cases to protecting students and teachers against unreasonable added work and responsibilities.

Date: May 14, 1973

Source: EPS/NSBA

GIFTS TO STAFF MEMBERS (cf. GAJB)

KHD

Pupils, parents, and other patrons of the district shall be discouraged from the routine presentation of gifts to district employees.

When a pupil feels a spontaneous desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive.

The board shall consider as always welcome, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation.

This shall not be interpreted as intended to discourage acts of generosity in unusual situations, and simple remembrances expressive of affection or gratitude shall not be regarded as violations of this rule.

Date: May 14, 1973

Source: EPS/NSBA

GIFTS TO SCHOOLS (also JLB)

KHE

The board of education may accept on behalf of and for the school district any bequest or gift of money or property for a purpose deemed by the board to be suitable, and to utilize such money or property so designated.

The superintendent of schools shall set up criteria to be met in the acceptance of gifts, and the procedure for examining and evaluating offers of gifts to the district.

All gifts shall be given to the school district as a whole, and not to a particular school. At the discretion of the superintendent, the gift may be used in a particular school.

Date: May 14, 1973

Source: EPS/NSBA

FREE MATERIALS DISTRIBUTION IN SCHOOLS

KI

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

In general, supplementary materials from commercial, political, religious, or other nonschool sources, should have the approval of the principal before being used in the schools. This approval may be given to materials which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up-to-date, and which promote American democratic ideals and moral values.

Advertising materials of commercial, political, or religious nature should not be displayed or distributed in the schools or on the school grounds. Pupils may not be used as agents for distributing nonschool materials to the homes without the approval of the superintendent of schools.

Date: May 14, 1973

Source: EPS/NSBA

ADVERTISING IN THE SCHOOLS

KJ

No advertising of materials used for propaganda purposes shall be permitted in school buildings or on school grounds or properties. Publications of the school system shall not contain any advertising.

Solicitation of advertising or use of the school system to promote the merit of any product by brand name or trade mark shall not be permitted by the board of education.

Date: May 14, 1973

Source: EPS/NSBA

VISITORS TO THE SCHOOLS

KM

Many visitors may normally be expected on the campus of a public school during the school day. Since the principal is responsible for all persons on the campus, visitors are asked to proceed first to the school office. These visitors may include parents of pupils, interested citizens, invited speakers, central staff personnel, maintenance and repair people, salesmen, representatives of the news media, students not now enrolled in school, and others.

Source: EPS/NSBA

Children may visit school if they are accompanied by an adult or if permission is granted by the principal.

Date: May 14, 1973

HANDLING OF COMPLAINTS (also BDHA)

KN

Complaints and grievances shall be transmitted to the superintendent, and if an appeal from the superintendent's decision is desired, it may be presented to the board through the superintendent. All complaints shall be in writing and over the signature of the complainant(s). No anonymous correspondence may be considered officially by the board.

Date: May 14, 1973

Source: Present Policies, December 11, 1972

ABOUT SCHOOL POLICIES

KNA

Complaints about school policies should be referred to the superintendent of schools.

Date: May 14, 1973

ABOUT CURRICULUM

KNB

Complaints about the curriculum should be lodged with the appropriate principal of the building from which the curriculum complaint arises. If the complaint is not resolved at this level, the complaintee should then contact the superintendent of schools.

Date: May 14, 1973

COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

KNBA

The Blair Community School District board of education, though it is finally responsible for all book purchases, recognizes the student's right of free access to many different types of books. The board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and to make them available in the schools. It is therefore the policy of the Blair Community School District to require the materials selected for our schools to be in accord with the following:

1. Books and other reading matter shall be chosen for values of interest and enlightenment of all students in the community. A book shall not be excluded because of the race, nationality, political, or religious views of the writer or of its style and language.

2. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, and local, and books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal approval or disapproval.
3. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

In accordance with #3 above, the board of education has adopted the following policy when dealing with censorship of books or other materials:

1. That the final decision for controversial reading matter shall rest with the board of education after careful examination and discussion of the book or reading matter with school officials or anyone else the board may wish to involve.
2. That no parent or group of parents has the right to determine the reading matter of students other than their own children.
3. The board does, however, recognize the right of an individual parent to request that his child not have to read a given book, provided a written request is made to the appropriate building principal.
4. Any parent who wishes to request reconsideration of the use of any book in the school must make such a request in writing on forms provided through building principals.

Date: May 14, 1973

Source: EPS/NSBA

ABOUT SCHOOL FACILITIES AND SERVICES

KNC

Complaints about school facilities and services should be directed to the head custodian or the supervisor in charge of the particular service. If the complaint is not resolved at this level, the complaintee should then contact the superintendent of schools.

Date: May 14, 1973

ABOUT SCHOOL PERSONNEL

KND

Complaints about school personnel shall be referred to the employee's immediate supervisor for resolution. If the complaint is not resolved at this level, the complaintee should contact the superintendent of schools.

Date: May 14, 1973

L--INTERORGANIZATIONAL RELATIONS

- LA Goals and Objectives
- LB School-Community Cooperation
- LD School-General Government Relations
- LDA Local Government -- Includes central governing and administrative bodies such as City Council and Mayor's office
 - LDAI Recreation Department
 - LDAJ Police Department
 - LDAJA Interrogations and Investigations (cf. JCAB)
 - LDAK Fire Department (cf. EBBA, JGFA)
 - LDAL Civil Defense Agency (cf. EBBC, JGFA)
 - LDAN Planning Authorities
 - LDAO Zoning Authorities
- LE School-Community Organizations Relations
 - LEB Parents Organizations
 - LED Churches
 - LEF Civic Organizations
- LF Local Cultural Institutions Relations
 - LFA Libraries
 - LFB Museums
- LG Interdistrict Relations
- LH Colleges and Universities
 - LHA Practice Teaching

GOALS AND OBJECTIVES

LA

The Board of Education shall:

1. Acquaint patrons with the work of the schools.
2. Give courteous and thoughtful consideration to all inquiries and complaints. Make parents feel welcome in the school office and at appointed hours in the classroom.
3. Cooperate as fully as practicable with Parent-Teacher groups and with other organizations of patrons seeking information or offering assistance to the schools.
4. Keep all instruction and other school activities on a plane to merit the approval of intelligent and fair-minded patrons.
5. Cooperate with and be vitally interested in problems of school boards of other districts; the county superintendent's office; the State School Boards Association and the State Department of Education; the National School Boards Association and the U.S. Office of Education.

Date: August 6, 1973

SCHOOL-COMMUNITY COOPERATION

LB

All schools of the district feel a keen responsibility to cooperate wholeheartedly with any group or groups which have as their purpose the promotion of the welfare of the youth of the community. Administration, teaching, and supervision require the services of professionally trained personnel. Such personnel are employed by the board of education to perform these services but they will always need the sympathetic understanding and cooperation of the lay people of the community.

Date: August 6, 1973

SCHOOL-GENERAL GOVERNMENT RELATIONS

LD

The board of education, as an independent body, has no statutory relationship to other governmental bodies. It will, however, cooperate with other governing agencies to achieve the goal of all governmental bodies, namely the best interests of the youth and the citizens of the greater Blair area.

While the board of education will maintain complete autonomy at all times, it will, in cases where it deems it to the best interest of the youth and taxpayers of the district, work cooperatively with governmental agencies.

Date: August 6, 1973

LOCAL GOVERNMENT

LDA

The board and members of its staff will cooperate freely with governmental and community agencies, such as the City Council, City Planning Commission, and other similar departments in the attempt to reach satisfactory solution of community problems which particularly affect the schools.

Date: August 6, 1973

Source: EPS/NSBA

RECREATION DEPARTMENT

LDAI

The board will cooperate with the Blair Recreation Committee in establishing recreational activities to be conducted in school buildings or grounds outside regular school hours and during the summer months providing adequate supervision is maintained.

Date: August 6, 1973

POLICE DEPARTMENT

LDAJ

It is the desire of the school district to cooperate fully with the Blair Police Department. The board of education feels that this cooperation is vital in safeguarding the well being of all students and for aiding in maintaining excellent security of all school buildings.

Date: August 6, 1973

INTERROGATIONS AND INVESTIGATIONS (cf. JCAB)

LDAJA

It is the desire of the school district to cooperate fully with all law enforcement agencies in the community. When law enforcement officials find it necessary to interview students during the school day, they will contact the student only through the principal's office. The school officials will bring the student to the office to meet the law enforcement officer.

All interviews with students at school by officers of the law will be conducted in a private office with the principal, counselor, or teacher present. The officer of the law will notify the parent of the interview.

Date: August 6, 1973

Source: EPS/NSBA

FIRE DEPARTMENT (cf. EBBG, JGFA)

LDAK

The board welcomes close cooperation with the local fire department in conducting safety inspections for fire hazards in all school buildings.

Date: August 6, 1973

CIVIL DEFENSE AGENCY (cf. EBEE, JGFA)

LDAL

Emergency disaster plans developed in cooperation with the State Department of Education and the Blair community and coordinated with local and state emergency plans is considered of paramount importance to the Blair board of education.

This plan is to be developed to be used in case of blizzard or ice storm, chemical accident, bomb threat, fire, nuclear attack, or tornado.

Date: August 6, 1973

PLANNING AUTHORITIES

LDAN

As private citizens, individual board members may object to the planning (rezoning, mobile trailer parks, apartment houses, shopping centers, etc.) of city government agencies for aesthetic or other reasons, but as members of the board of education the concern of this body must be limited to two general areas:

1. Does it affect the educational environment of our community?
2. Does it have an unfavorable affect on tax revenues now, or in the ascertainable future?

Examination of a project or change in community structure with the above stated criteria should disclose:

1. Whether or not the environment of Blair would be changed in such a way that education would be affected.
2. Whether or not the proposition would increase or decrease the income of the Blair School District.

The possibility of future land use and community development must, of course, be considered along with any immediate benefit to the school tax structure.

Further, the concern of school board members should, as it relates to city planning, be more properly with the environmental factors that affect the health, safety, morals, manners, and culture of our city. Although tax revenue must be a concern, the board's degree of activity in this area should be confined to directing the attention of the responsible city officials to the tax consequence of their contemplated action as it would affect revenues for education.

Date: August 6, 1973

ZONING AUTHORITIES

LDAO

It shall be the policy of the Blair Community School District to strive to eliminate the encroachment of undesirable surroundings and environment of present and future schools within the district. The board of education shall adopt a position relating to the rezoning of property in the district if such rezoning would affect directly the operation of the school or schools, or the health, welfare, and safety of students and staff.

Date: August 6, 1973

Source: EPS/NSBA

SCHOOL-COMMUNITY ORGANIZATIONS RELATIONS

LE

The board actively encourages participation in school activities by parents and other patrons, recognizing that the public schools will be no better than is desired by the citizens of the community. The interest of organizations such as the PTA and parent and patron groups is solicited in helping the board of education in determining how our schools may be improved and helping effect the improvement.

Date: August 6, 1973

PARENTS ORGANIZATIONS

LEB

The board of education of the Blair Community School District recognizes the valuable services performed by the National Congress of PTA and its state and local divisions as a representative agency whose objectives are:

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

The board further suggests that the Blair Community School District PTA and groups with whom they cooperate maintain a close liaison with the board, administration, and staff and the recognition of established school district policies.

Date: August 6, 1973

Source: EPS/NSEA

LIBRARIES

LFA

The school board of Blair Community School District recognizes the desirability of and strongly supports the development of a comprehensive Public Library System for the community of Blair. This recognition is related to the school board's continuing support for the development and maintenance of an effective school library system.

Date: August 6, 1973

Source: EPS/NSBA

MUSEUMS

LFB

Museums provide excellent opportunities to strengthen the educational program of the Blair Community Schools. The board wishes to cooperate and support the undertakings and works of our local museums.

Date: August 6, 1973

INTERDISTRICT RELATIONS

LG

Since the Blair Community School District is the largest in population and resources in the county, it recognizes that it has certain obligations and responsibilities to all other school districts in the county. It will, to the best ability, provide leadership and guidance to achieve equal educational opportunities to all children in the county.

Date: August 6, 1973

COLLEGES AND UNIVERSITIES

LH

The board welcomes interest, discussion, and study by all concerned personnel of local colleges and universities in the promotion of the best possible program of education in the community. It is the practice of the board to utilize the advice and assistance of all individuals and groups in the solution of its educational and financial problems.

Date: August 6, 1973

PRACTICE TEACHING

LHA

Student teachers, often referred to as "cadets", are permitted to practice teach in the Blair Community Schools upon satisfactory arrangements having been made by and between the training supervisor, the principal, the servicing teacher, and the "cadet."

Date: August 6, 1973

Source: Old Policy

CHAPTER IV
SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of the study was to revise and update the School Board Policies Manual of the Blair Community School District. Clarification of the relationships and responsibilities of the school board, administration, school personnel, and community was its primary goal.

Related literature was researched and information and facts about the legal setting of school boards, history of written board policies, importance of adopting written policies, and principles in policy development were recorded.

The procedures and steps in revising and updating the policy manual of the Blair Community School District were described. The revised and updated policy manual concludes an approximate two year school board project to make their policies current.

The legal basis of school boards has been explicitly expressed in the constitutions of the states. The local boards' authority is only that which has been delegated by the state. Local school boards recently have experienced increased competition from the state and federal levels for the governance of its schools. The legal question of the rights of one level as opposed to the others is no longer debatable. The determining factor will be which level will produce the best performance. The decade of the 1960's produced sharp criticisms and challenges for local school boards in the development of quality education for all students. Local school boards will need to satis-

factorily resolve these criticisms and challenges or else the state and/or the Federal government will increasingly step in and make the decisions.

Written policies become the boards best bet in resolving educational issues. Developing written policies allows all elements of society an opportunity to participate and express their opinions. Written policies provide a framework for the operation of a local school district which enables the board, superintendent, and staff positive direction for carrying out their responsibilities. Written policies inform all people and provide concrete evidence as to the board's position on educational issues. The ongoing process of policy development and revision should encourage adaptation to changing educational needs. However, written policies will not be helpful in confronting changing educational needs unless it becomes a continuous and ongoing process involving all persons affected by the policy.

II. RECOMMENDATIONS

The project of revising and updating the policies of the Blair Community Schools is finished. However, the process must go on. New policies should not hide in the board minutes. A central office staff member should be assigned the task of drafting policy statements for the boards consideration. This staff member should also be made responsible for the maintenance of the policy system, keeping the policies up-to-date, and codifying and disseminating new materials. Periodic recalling of all policy manuals in circulation should be made to keep contents current.

The board of education, superintendent, staff, pupils, and community has operated without written policy manuals available. It

will take time and study on the part of all persons affected by the policy to learn to truly "live by" the written policy. A review late this spring by representatives of all the parties mentioned above with the local school attorney would help facilitate this.

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