

ELBA BOARD POLICY MANUAL

Section 100

District Organization and Basic Commitments

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TERMINOLOGY USED IN THIS MANUAL

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

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

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LEGAL STATUS OF THE SCHOOL DISTRICT

Nebraska law authorizes the creation of public schools known as Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Nebraska law. This school district shall be known as the Elba Public School District. The school district, as a body corporate, possesses all the usual powers of a corporation for public purposes.

This school corporation is located in Howard County, and its affairs are conducted by elected school officials, the Elba School District Board of Education. This school corporation has local control over school matters in the territory of the school district, as outlined by the applicable state statutes.

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

Cross Reference: 201.01 Board Powers and Responsibilities

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EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

Purpose

The educational challenges facing the nation, state, and local school districts are greater than ever before. The Board of Education pledges to provide an educational system that can meet the challenges.

The goals for the district guide the establishment of board policies, the efforts of the local school system, and define the role of the schools.

Goals

The schools should seek to work with the students so that the students develop competence in those areas of life which are essential to individual and group living. The competence areas which are considered essential education goals are:

1. Communication
2. Computation and Science
3. Reasoning
4. Responsible Citizenship
5. Arts and Humanities
6. Physical and mental Well-Being
7. Learning to Learn

Each of these education goals has a range of elements of varying degrees of measurement. Breadth in scope is needed in order that students of varying capabilities and interest might have alternative routes of reaching the goals. Each goal should allow and encourage high degrees of mastery and yet be such that minimum objectives should be reached by all.

Objectives

The following objectives give measurable definition and provide more specific direction to each of the goals.

Communication: Fundamental to learning is communication, including reading, writing, listening, speaking, and observation. Each is important in and of itself. Together they allow individuals and groups to learn, and develop. The schools should teach each of the facets of communication.

Computation and Science: Society demands individuals who know and understand the realm of numbers, the use of finite measures and their creative potential. Schools should teach arithmetic and some of the higher levels of mathematics. Also, schools should provide students with knowledge of emerging and potential means of data and other information processing.

Scientific means and inquiry are increasingly essential to quality living, the preservation

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of human ability to use the environment constructively and further exploration of the unknown. Schools should complement their teaching of mathematics and information processing with knowledge of and skills in the sciences. Schools should teach those sciences concerned with earth, life, and atmosphere.

Reasoning: Logical thinking and self-understanding are important assets for persons in a democratic and progressive society. Schools should teach students the skills of logic, inquiry, experimentation, and research. Also schools should assist students in (a) gaining confidence in their own abilities and talents; (b) learning to control and discipline their own desires, actions, and habits; (c) becoming aware of their own potential, character, and abilities; (d) learning to rely upon their own judgments and abilities; and (e) forming accurate perceptions of themselves and others. These perceptions and understanding should lead to and emphasize ethics, rationality and reasoning.

Responsible Citizenship: Each individual has responsibilities toward society as well as self. Among these societal responsibilities are civic, economic, and social responsibilities.

Good citizenship involves a thorough knowledge of history, tradition, and heritage. This knowledge should include the privileges, burdens, and responsibilities handed down through generations. In addition to this knowledge, students should be provided a variety of experiences in and out of the schools to practice or assume responsibilities for maintaining the good that exists in society and to seek to learn about those elements of our culture which might need change.

Economic competence is fundamental to society. Students should have a basic understanding of production, consumption, and finance. Schools should provide such an understanding as well as knowledge about the successes and failures of the various economic systems and of how to function in our system. Also, schools should teach personal finance so that students are able to manage their own affairs effectively. Finally, schools should assist students in recognizing potential vocational skills and in acquiring the preliminary knowledge and skills needed to develop specific vocational competence to be gained in post secondary education and/ or business.

Each person is rapidly becoming more dependent on others and less self-sufficient. In such a society, schools should teach students more about their own society and the various cultures and societies of the state, nation, and world. Also, schools should assist students in developing group skills which can enable individuals to relate more effectively to others.

Arts and Humanities: Students should learn how to combine their intellectual and creative abilities. Schools should expose students to the various art forms. In doing so, schools should assist each student in acquiring an appreciation of variety of aesthetic values. They also should expose students to the various elements of the humanities.

Physical and Mental Well-Being: Physical and mental health are essential to a satisfactory life. Schools should help students to understand and develop good health habits and physical development.

Learning to Learn: The changing interests of people, altering economic conditions, changing of vocations by persons indicate a clear need for schools to develop in students a desire for continued learning as well as the skills to do so. Schools should teach students that learning is a lifelong process. Also, schools should teach students how to identify and define a problem they wish to address, gather appropriate information relating to the problem, and develop discrete and logical alternative plans for solving the problem.

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

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

EQUAL EDUCATIONAL OPPORTUNITY

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

The district does not discriminate on the basis of race, color, national origin, sex, disability, or marital status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title: Superintendent

Address: Elba School District, P.O. Box 100, Elba, Nebraska 68835-0100

Telephone No.: 308-863-2228

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

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

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

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EDUCATIONAL AND OPERATIONAL PLANNING

At least every 5 years the board shall conduct an in-depth needs assessment, soliciting information from business and community members, regarding their expectations for adequate student preparation. One purpose of this assessment is to assist the board in developing and evaluating a statement of philosophy for the school district. The second purpose of this assessment is to determine the areas of student performance, knowledge, and attitudes and the areas of school district operations that are judged to be most crucial in meeting school or school district goals. As part of its assessment, the board shall develop a process for communicating with business and the community regarding their expectations for adequate student preparation. The statement of philosophy shall describe the board's beliefs about topics which shall include the nature of learning, the purpose of the school district, the scope of educational experiences that the school district should provide, the nature of its learners and a description of a desirable learning atmosphere.

In conjunction with the in-depth needs assessment of the school district, the board shall authorize the appointment of a committee representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program.

It shall be the responsibility of the superintendent to ensure the school district community is informed of the board's policies, programs and goals and has an opportunity to express their thoughts and suggestions for the operation of the school district. The superintendent shall report annually to the board about the means used to keep the community informed. All references to "superintendent" in this policy manual shall mean the "superintendent or the superintendent's designee" unless otherwise stated in the board policy.

As a result of the board and committee's work, the board shall determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Nebraska Department of Education.

Legal Reference: Neb. Statute 79-526
 79-701, 702
 79-729
 79-1301
 NDE Rule 10-004.01A1
 10-004.02A1
 10-004.07

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Cross Reference

102 Educational Philosophy of the District
201.01 Board Powers and Responsibilities
203.06 Board Committees
301.03 Succession of Authority to the Superintendent
604.01 Basic Instruction Program
902.01 Buildings and Sites Long Range Planning

ANNUAL SCHOOL CENSUS

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

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

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

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