

Board of Education Regular Meeting
Monday, September 11, 2023 7:00 PM
District Office Board Room
401 South Pine Street
Valley, NE 68064-0378

1. Call to Order	
2. Public Communications and Correspondence	3
3. Approval of Agenda	
4. Administrative Reports	5
4.1. Superintendent's Report	20
4.2. Financial Report	22
5. Consent Agenda	
5.1. Approve Minutes	30
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
6. Old Business	
6.1. Building and Grounds Update	
7. New Business	
7.1. Approve Purchase of Band Uniforms	34
7.2. Approve the 2023-2024 Budget	
7.3. Resolution to Set the Final Tax Request	35
7.4. Approve the Addition of Middle School Assistant Volleyball Coach	

7.5. Approval of the Emergency Operations Plan for the 2023-2024 School Year	36
7.6. First Reading Policy Updates	95
8. Adjournment	

Board of Education

Jamie Jorgensen

Bill Koile

Dr. Kelly Hinrichs

Elizabeth Mayer

Luke Janke

Jim Tomanek

Dr. Melissa Poloncic, Superintendent

Kristi Trost, Board Secretary

This pamphlet has been developed to help the general public attending a meeting of the Board of Education to understand the internal operation of the Board. It is hoped that this pamphlet will foster improved relations between the Board and the citizens it serves.

Meetings of the Board

When

- The Board of Education convenes once each month on the second Monday except in the months that have five Mondays. In months with five Mondays, the Board convenes on the third Monday of the month. Holidays and unexpected conflicts may create exceptions to this practice.
- The Board of Education will convene in special session whenever it is deemed necessary for the efficient operation of the school district.
- Board of Education meetings are called to order at 7:00 p.m. unless another time is stipulated.

Where

- Regular and special meetings of the Board of Education will be held in the Board Room on the Valley Campus at 401 S. Pine St., in Valley, unless another location is specifically identified.
- Whenever public participation dictates the need for a larger meeting room, the Board will convene in the High School library.

Notice of Meetings

- Official notice of the time and place of the regular board meetings are posted on the doors of the schools, banks in Valley and Waterloo, Valley City Hall and Waterloo Post Office.
- Notice of special meetings will be posted at least 24 hours in advance. Hearings will be published in the Douglas County Post-Gazette.

Business of the Board

Agendas

- Agendas for the regular meeting on the second Monday of the month will be prepared in advance and kept current and available in the superintendent's office. Business items of an emergency nature may be placed on the agenda by a majority vote of the Board of Education.
- Parents, employees and patrons may request items placed before the Board of Education for consideration by contacting the Superintendent at least three business days in advance of a regular meeting.

Public Participation

- The Board of Education invites you to offer comments during the Public Communication and Correspondence portion of the meeting. Public requesting to offer comments during the Public Communication portion of the meeting shall make a request to speak or complete the sign-in information sheet at the meeting. The individual is asked to state the purpose and general nature of his or her appearance before the Board. The Board President shall indicate to the individual how much time the Board will allot the individual. Speakers normally will be given five minutes with a maximum of 20 minutes set aside for such communications.
- Members of the public requesting to speak to an item considered New or Old Business on the Agenda will request time during the Public Communications portion of the meeting. Unless the comments are related to an agenda item no action will be taken by the Board. Questions or requests of the Board by the public will be taken under consideration. The Board will direct the Superintendent, or the Superintendent's designee, to respond in writing to any public

question or request brought before the Board. Equal time shall be allotted to individuals speaking for and against a proposal when opposing points of view are represented at the board meeting.

- The Board invites you to share any information you may have or address any question to any Board member or the Superintendent regarding new business in the week prior to the next meeting.
- If, at any Board meeting, any person shall conduct himself or herself in a disorderly manner and after notice of the president or the person presiding shall persist therein, the president or person presiding may ask the person to leave and if the person refuses, the president or presiding officer may order any law enforcement officer or any other person or persons to take him or her into custody until the meeting is adjourned.
- Meetings may be recorded. Recording must be done so as not to disrupt the meeting.
- Meetings of the Board of Education shall be conducted in compliance with appropriate policy, state statutes and open meeting laws.

Mission Statement

DC West Community Schools engages, prepares, and empowers all of our students for the future.



DC WEST
COMMUNITY SCHOOLS

www.dccwest.org

Board Meeting Procedures

“Engage, Prepare, and Empower”

The Douglas County West Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

Employees and Others: Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Dept. of Education (OCR), please contact OCR at 8930 Ward Pkwy, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice) or (877) 521-2172 (telecommunications device for the deaf) or ocr.kansascity@ed.gov.

**Douglas County West
Community Schools
P.O. Box 378
401 S. Pine St.
Valley, Nebraska 68064**



DC WEST ELEMETNARY SEPTEMBER 2023 BOARD REPORT DR. JEFFREY KERNS

Open House: The elementary was packed full of Falcon Families! It was an outstanding night where we began to build positive partnerships between school and home. Numerous staff members and our families mentioned they liked having a day between Open House and the first day of school. We also had numerous community partners with us at Open House this year: PTSA, DC West Foundation, COPE, YMCA, Daisey's (Girl Scout), Valley Public Library, and partners from the Buffet Early Childhood Institute.



We wanted to welcome our newest certified staff members to DC West Elementary: Kim Bottorff, Pam Dobrovolny, Toni Donohoe, Dr. Nancy Johnston, Cassie Seckel, Sam Shepard, Bobbi Singer, Kristen Reeves, and a student teacher Emma Shepard.



We kicked off the school year welcoming our new staff and diving right into discussing our building culture, values, and expectations of and for each other. Each team spent time creating Hopes and Dreams Statements for the upcoming school year.



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Special thank you to Dr. Mindy Lacy and her family for encapsulating our DC West Elementary Falcon memories forever! Our staff, students, and families look forward to yearbooks with great anticipation every year!



Falcon Rodeo's: Our staff dedicates time at the start of the year reviewing and going over expectations for our shared areas: Lunch Room, Recess (indoor/outdoor), Hallway, and Pods with all of our students. Our teachers also reinforce these expectations with their student regularly. Thank you to Mr. Subbert, Mrs. Teri, Mrs. Hayden, Mrs. Angie, Mrs. Luthy, Mrs. Seng, Mrs. Krauel, and Mrs. Seng for going over these expectations during our Falcon Rodeo.



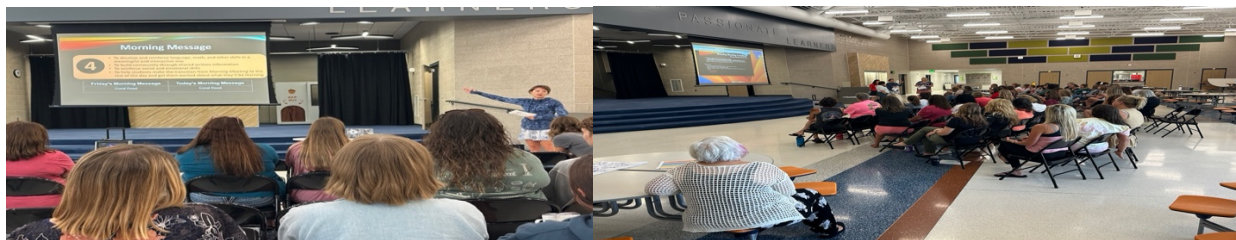


Responsive Classroom:

Responsive Classroom training ties in with our District Strategic Plan Strategy 2.2: Provide social-emotional and behavior supports for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning imitative. Social and emotional support and professional development was identified as priority by our teachers in our district Teacher Engagement Survey.

This fall the team that attended the week long Responsive Classroom training in Des Moines spent an afternoon sharing their expertise with our staff. Training on different aspects of Responsive Classroom will take place over the course of the next two years.

As previously shared in my August 2023 Board Report: Responsive Classroom is a research-based teaching approach that gives teachers concrete practices for ensuring a high-quality education for every child every day. Although the approach offers practices for improving student behavior through effective management, it goes beyond that to also offer strategies for promoting academic engagement, building a positive community, and teaching in a developmentally appropriate way. The Responsive Classroom approach rests on the foundational idea that these four areas of teaching—engaging academics, positive community, effective management, and develop-mental awareness—are interrelated and are all crucial to student success. The approach gives teachers practical tools and strategies for raising their competence in all four areas. The result is that teachers are not just improving student behavior, but constantly creating an optimal learning environment that promotes students’ overall school success.





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This purpose of Morning Meetings was communicated with our Falcon Families in the following electronic correspondence:

Falcon Families,

Thank you for being so supportive and positive during our first week of school! Starting on Monday, August 21st we strongly prefer that all goodbyes take place at our main entrance. Our students are doing so well and showing so much independence, which is a crucial next step of the learning process and their emotional development! I also want you to know that we have strategically placed staff members just inside the main entrance doors to greet all of our Falcons and if needed our staff is available to immediately assist our Falcons as they process through their big emotions on their way to their classrooms. We appreciate your cooperation and assistance thus allowing our teachers to start their day promptly at 8:00.

I would also like to share that this year we have a wonderful beginning to your students' school day. We call it **Morning Meetings** and it is a great way to build community, set a positive tone, increase excitement about learning, and improve academic and social skills.

Morning Meetings will usually take between 20-25 minutes. First thing each morning our Falcons will typically gather in a circle. Students will begin **Morning Meetings** by greeting each other. Every day, your child hears his or her name spoken by a classmate in a friendly and cheerful manner.

Next, students share interesting news with each other in a structured way. Sometimes they will go around the circle and all students will share, other times a few students share and have a conversation with the class. Sharing helps students listen carefully, think about what they hear, formulate good questions, and learn from each other. During sharing, our Falcons will have a chance to feel that their ideas are valued and that the other students care.

After sharing, students will participate in an activity for the entire class. They might sing a song or recite a poem, or perhaps play a math game. The activity time helps the class feel united as a group, reinforce academic skills, and helps children learn how to cooperate and solve problems.

Finally, the class will read the morning message, which helps students think about the day ahead. Sometimes their teachers will use this time to review and practice a reading, punctuation, or math skill. We are off to a great start and we look forward to a positive and productive school year!

Best wishes,
Dr. Jeffrey Kerns



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On August 24th grades 3, 4, and 5 helped Roger Peters celebrate his 100th birthday! Roger made it a goal at 99 years of age to walk over the pedestrian bridge in Valley 100 times on his 100th birthday! Roger is a WWII veteran, hero, and longtime resident of Valley. Student's not only cheered on his 100th journey they made posters and signs that they gave to Roger and his family. Rogers also came back to thank our 3-5 grade classrooms for their support and provided us with an uplifting message about GRATITUDE!

DC West Elementary Created: Fun Run 2023-2024 Hype Video:





DC West Community Schools
Board Report September 2023
Dr. Dawn Marten - Director of Learning

Assessments:

- Kindergarten through 8th grade MAP testing (Reading, Math, Science) took place during the second week of school in August. This year we completed testing earlier this year to allow us to intervene with students earlier and provide more weeks of targeted intervention instruction.

22-23 Professional Development Plan

The objective of the DC West professional development plan is to provide teachers with resources and support to implement research-based, differentiated instruction in order to improve student achievement, develop social-emotional skills, and increase civic engagement.

DCW Professional Learning Philosophy:

- Critical for continued student performance and success
- Provide direction and alignment to the State Standards
- Designed in a collaborative manner
- Provide differentiated professional learning opportunities
- Support the implementation of research-based best practices
- Based on explicit evidence of data and information

DCW Successful Professional Learning Attributes:

- Sustained and supported throughout the duration of the school year and beyond
- Purposeful and in alignment with the DC West Strategic Plan
- Differentiated
- Focused on research-based practices
- Related to teaching and learning processes and explicit evidence of data and information
- Determined collaboratively with administration and staff members

DCW Professional Learning Cycle and Needs Assessment:

As an ongoing professional learning process, DC West will review multiple sources of data. The following data will be used to assist in determining the yearly professional learning goals and focus.

- Nebraska State Report Card & Comprehensive Needs Assessment (AQuESST)
- NWEA Measures of Academic Progress (MAP) - District Interim Assessments
- Nebraska Student-Centered Assessment System (NSCAS Growth) - State Assessments
- Student Attendance and Discipline Reports
- Graduation and Retention Rates

Superintendent
 Director of Learning
 Director of Special Education
 Elementary Principal
 Middle School Principal
 High School Principal
 High School Assistant Principal/AD

Dr. Melissa Polonic
 Dr. Dawn Marten
 Nickj Pechous
 Dr. Jeffrey Kerns
 Jeremy Travis
 Jim Knott
 Nathan Ter Beest

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- Special Education Data
- Student Report Card Data
- MTSS Data - Tier I, Tier II & Tier III Interventions
- District Strategic Plan
- Administrator and Teacher Feedback

Professional Development Delivery Model:

- Fall Workshop
- Friday Afternoons from 2:15-3:45
- Teacher Work Days
- District Professional Development Days
- Building Level Meetings
- MTSS Meetings
- PLC Team Meetings

22-23 Professional Development Focus:

- All topics aligned to District Strategic Plan
- Refining Building MTSS Processes for academic and behavior
- Instructional Practices: Research-based, Math Acceleration - Topic/Unit Internatization with new K-12 curriculum
- Grading Practices: Research based, student learning focused, districtly synchronized
- MTSS B - Social Emotional Learning & Behavioral Supports: develop goals & competencies, tools & techniques, possible curriculum pilot
 - Elementary: Tier I Responsive Classroom Training
 - Secondary: Tier I Mental Health & Behavioral Training

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Douglas County West
Middle School Board Report September 2023
Mr. Jeremy Travis

Enrollment as of 9/7/23

6th-83

7th-69

8th-95

Total DC West Middle School (247)

We are half way through our third week here at DC West Middle School and the students and staff are really starting to learn their way around the New Middle School. More projects within the building are being finished up each day. We are very appreciative of the space that is provided for our students to learn and grow in as well as our teachers to lead in. Our staff and students are putting in the work!

We have just completed our Fall Map Testing with our students and we now have some more data to help drive instruction to keep giving our students the opportunity to move forward in their learning and challenge them at the appropriate levels.

Our MTSS class periods are going very well for each of our grade levels as well as Academic Support and Falcon's Nest that are extra layers of support for our students to get in better academic standing with their classes.

Our Middle School 7th and 8th grade Volleyball, Cross Country, and Football Teams are underway and our Unified Soccer Team is just getting ready to start their season. The Volleyball

Team had their C and B Teams win and the A Team suffered a close loss to Oakland-Craig last week. Our Cross Country Boys and Girls Teams hosted their first invite of the season at Sycamore Farms and Jack Steinbach was able to win the boys race overall. Our Football Team will play their first game on Thursday, September 7th at Fort Calhoun at 5:30. Our Unified Soccer Team will also play their first game at the Millard Multiplex on Thursday, September 7th at 4:30. It is exciting to watch our teams compete throughout their seasons and represent us The Falcon Way.



August MS Students of the Month

Congratulations to our August MS Students of the Month. 6th grade: Cooper Anderson and Stella Adler. 7th grade: Beckett Espinoza and Teagan Englert. 8th grade: Tristan Perkons and Isabelle Urban. Those students exemplified The Falcon Way.



August MS Staff Members of the Month

Congratulations to Mrs. Janna Giles-MS Math Interventionist, Miss Katie Richards-MS Guidance Counselor, and Miss Ady Watt-7th grade Social Studies Teacher for exemplifying The Falcon Way and being selected as our August Staff Members of the Month!



DC West Homecoming pictures with our **MS Pride Class Pictures** during the Parade!

We will continue to develop what **The Falcon Way** looks like at our Middle School. We will continue to focus on Falcons being Safe, Responsible, Respectful, Engaged, and Inclusive for us! We will continue to have daily, weekly, monthly, and quarterly student incentives for our students throughout the school year.



Deputy Brown-School Resource Office (SRO) Update:

Deputy Brown will be starting his 6th year with us already and we are looking forward to continuing to partner with the Douglas County Sheriff's Department to provide a safe learning environment for all of our students and staff.

We are determined to continue to provide a safe and positive learning environment for all students and staff. Please feel free to contact me if you have any questions, if you want to see how things are going throughout the day, or if you have any concerns. I'm proud of what we do and who we are! Go Falcons!

Jeremy Travis, M.A.

Middle School Principal/MS AD (6-8)



DC WEST

Community Schools

Engage, Prepare, and Empower

School Phone: **402.779.2646**

Fax Number: **402.779.2534**

"Kids don't care how much you know until they know how much you care"

#TheFalconWay #FalconStrong #DCWestROCKS #BeFALCONKind #dcwestpride

September Board Report

I want to start my report with giving a huge thank you to Heather Cox and Trey Baker for all of the work they did with HOCO week. These two are the ones who run everything behind the scene to make sure the week goes smooth. It really is a lot of fun to see the students really enjoying the uniqueness of HOCO at DC West. I think we do it better than most so I want to make sure I give a shout out to them.

It has been an exciting start to the athletic season this fall. I am pretty sure last week's football game set an attendance record for my time at DC West. It is so great to see all of the students, parents, and community members who come out to support the teams as they compete. All of our teams are achieving at high levels and it really brings a lot of excitement in to the school. At lunch time on game days, it is great to see how many kids are proudly wearing their uniforms and I hear a lot of "good luck" for their peers. The athletic culture of DC West is growing in the positive direction. This is done with great leadership from the upperclassmen and is intentional on a daily basis. Every Tuesday, a group of upper classmen visit Keystone classes as ambassadors. Through this, they explain the "Falcon Way" to the entire school so everyone is on the same page.

Falcon Nest started this week. One of our goals (administratively) is to make sure we are doing our part to have every athlete and activity participant be eligible for their sports/activities. Falcon's Nest is an after school study period designed to hold our students to a higher level in academics. Kristi Eggen is in charge of Falcon Next this quarter. Every week when the ineligible list comes out, Kristi meets with students to develop an individualized plan to help them bring their grades up. She then provides resource and accountability to the plan to help students recover academically from any shortcomings they may have. Our goal is to make sure all students are academically eligible for the after school activities and sports they love.

Respectfully,

Nathan Ter Beest

Assistant Principal/Activities Director

Board Report

September 11, 2023

Jim Knott – High School Principal DC West High School

Fall activities are in full swing and it is good to have students in the building again. What a difference a year makes! Last year we were very overcrowded with Middle and High School students heavily sharing the same spaces. Now, although we still do share a few spaces and teachers, it is very nice to have the separation back. School spirit from both students and community members seems to be at an all-time high with the recent success of our sports and activity teams. The Homecoming Football crowd was the largest I can remember since I arrived at DC West in 2012.

As you can see from the enrollment numbers at the bottom of this report, we are definitely seeing growth at the high school. This year's freshman and eighth grade classes are both above 90 and will most certainly push us up over the 350 enrollment mark by next school year. Luckily we have prepared for the larger numbers by adding teachers and sections in order to keep our class numbers manageable and electives plentiful. We will continue to keep a close eye on staffing in the upcoming years to ensure that we can provide the high-quality education DC West is known for.

A few events that will soon be happening at DCWHS

*Parent-Teacher Conferences – October 18 (3:45-7:45) & 19 (12:30-8:00)

*Pre-ACT Testing for 9th, 10th, & 11th graders – October 25

9-12 High School Enrollment Numbers

2016/17 School Year - 270 (1/10/17)

2017/18 School Year - 284 (1/3/18)

2018/19 School Year - 294 (1/14/19)

2019/20 School Year - 289 (8/12/19)

2020/21 School Year - 301 (9/3/20)

2021/22 School Year - 311 (9/7/21)

2022/23 School Year - 302 (9/7/22)

2023/24 School Year – 335 (9/6/23)



September 2023 Special Education Report

Hello! Here are September’s updates from the Special Education Department:

- *Student Updates:* Our team is working hard to ensure that we have identified all new students who have moved into the district who were receiving special education services in their previous school district so that students are set up with what they need as soon as they walk through our doors. Our enrollment changes to date are as follows:

<i>Level</i>	<i>Number of Students Moving In with IEPs</i>	<i>Number of Students Moving Out with IEPs</i>
Birth-3	1	0
Preschool	1	0
Elementary	6	0
Middle School	4	2
High School	2	4
TOTAL	14	6

We have also seen an increase in referrals for special education both for new students and students being homeschooled in the district. To date, our number of students receiving special education services or in the evaluation process is 208, which is an increase from last year. We will have official child count numbers after October 1, so I will provide the official count next month.

- *Paraeducator Update:* We are continuing to work to fill all paraeducator positions. Currently, we are fully staffed in preschool and high school. We have 13 of 15 positions filled at the elementary and 4 of 5 positions



filled at the middle school. We appreciate our amazing special education teachers and paras who are working very hard every day to meet the needs of students while we have unfilled positions.

- *Indicator 11 Report:* Indicator 11 is a special education program quality indicator evaluated by NDE that monitors our ChildFind efforts to ensure that students who are referred for evaluation for special education are evaluated in a timely manner so that there are no delays in getting needed services to them. Last year our Part B evaluation team (Preschool-12th grade) processed 29 initial evaluations, with 26 of the 29 students being determined eligible for services. We had 100% compliance with meeting the required timelines for evaluations.
- *Mental Health Update:* We recently met with our Region VI and CHI partners to evaluate our on-site therapist program. Our therapist continues to be widely used, particularly at the elementary level. Karla Sextro is working with us full-time, and CHI is continuing recruiting efforts to bring another therapist into our schools to support secondary students and provide therapeutic behavior consultation services. The position has been open for a few months, so for now Karla is spending time in both buildings to support all PK-12 needs, but we are hopeful that we will find another therapist to support our needs soon. To date, this program has been self-sustaining with students' private insurance plans covering costs. Region VI has funding available to provide payment for services for uninsured children, but to date, we have no need to access these funds. The partnership basically provides office space for a CHI therapist to practice in our schools and thus provides access to needed mental health services for our students.

Respectfully Submitted,

Nicki Pechous, Ed.S.
Director of Special Education

Superintendent
Director of Learning
Director of Special Education
Elementary Principal
Middle School Principal
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High School Assistant Principal/AD

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Superintendent's Report September 11, 2023

District Sale

You have provided me with the authority to sell, recycle, or dispose of unused property related to our most recent renovations, projects, and moves. We have several unneeded items left in our garages that we need to clear in order to get our vehicles back in them. We plan to have a district sale on Friday, September 29th by the bus barns.

NASB Area Membership Meeting

The Nebraska Association of School Boards offers a learning opportunity for board members through area membership meetings each fall. If you are interested in attending the meeting in Fremont on September 20th, I would be happy to register you for the event. President Bill Koile is registered to attend.

State Education Conference

The annual [State Education Conference](#) is November 15-17 in downtown Omaha. I encourage all board members to attend all or part of the conference. It is an outstanding board member education opportunity as well as an experience to meet other Board members from across the state. Please let me know if you will be attending so I may register you.

NCSA Chairperson

The Nebraska Council of School Administrators (NCSA) is governed by an [executive board](#). I have been a member of this board the past two years serving as President Elect and President of the Nebraska Association of School Administrators (NASA). This year, as I am past president of NASA, I have been elected by my peers as Chairperson of the Executive Board. I will have duties as chair from time to time but always find these duties to be enriching and valuable professional development in the field. Thank you in advance for allowing me to serve our state and DC West in this capacity, I appreciate your support.

Superintendent Goals for 2023

- Lead the vision and support needed to implement strategic plan priorities.
- Refine our Multi-Tiered System of Supports (MTSS) model to support academic achievement and provide social-emotional behavioral supports for all students PreK-12.
- Engage in financial planning and design for long-term capital improvement projects.
- Complete the pilot and adoption process of a new certified staff and administrator evaluation system as well as implement new electronic management for personnel evaluation.
- Continue to learn strategies to facilitate, coach and lead the entire administrative team to excellence.
- Research, study, and implement strategies to manage the growth of the communities and district in the next five to ten years so we are proactive rather than reactive.

Upcoming Dates:

September 20~ NASB Area Membership Meeting in Fremont (President Koile attending)

September 29~ No School District Professional Development

October 16~ Regular Board of Education Meeting

Financial Recap August 2023

	8/1/2023	Receipts	Expenditures	8/31/2023
General Fund				
Depreciation Fund	\$6,571,155.48	\$2,457,793.27	\$2,753,874.88	\$6,275,073.87
Food Service Fund	\$2,140,731.15	\$905,332.33	\$19,937.16	\$3,026,126.32
Qualified Capital Fund	\$193,535.92	\$47,636.33	\$31,728.27	\$209,443.98
Bond Fund	\$337,559.30	\$102,369.02	\$0.00	\$439,928.32
Special Building Fund	\$736,851.11	\$239,266.16	\$0.00	\$976,117.27
- Special Bldg (MS/Fine Art)	\$2,274,068.06	\$472,090.96	\$10.00	\$2,746,149.02
	\$1,431,007.81	\$0.00	\$786,186.11	\$644,821.70
	\$13,684,908.83	\$4,224,488.07	\$3,591,736.42	\$14,317,660.48
General Fund Detail				
Expenditures				
All Instructional Program	\$ 699,740.09	\$ 6,677,080.16	\$ 7,365,638.00	\$ 9,377,555.91
SPED Instructional Program	\$ 103,125.92	\$ 1,766,904.91	\$ 2,016,700.00	\$ 7,407.10
Support Services SPED Related	\$ 17,274.95	\$ 249,682.55	\$ 324,265.00	\$ 1,233,927.90
Support Services Non-SPED Related	\$ 14,745.70	\$ 320,049.15	\$ 302,340.00	\$ 650.00
Support Instructional	\$ 44,721.78	\$ 719,528.67	\$ 740,685.00	\$ 118,025.31
Board of Education	\$ 7,858.68	\$ 75,976.68	\$ 77,250.00	\$ 30,428.08
Executive Administration Services	\$ 27,885.54	\$ 446,167.38	\$ 427,969.00	\$ 1,875.00
District Legal Services	\$ 96.00	\$ 5,032.25	\$ 35,000.00	\$ 12,418.71
Office of the Principal	\$ 56,245.36	\$ 774,586.16	\$ 790,732.00	\$ 49,770.46
General Admin - Business Services	\$ 17,564.14	\$ 264,757.10	\$ 249,300.00	\$ 21,123.05
Maint & Operation of Building & Sit	\$ 1,683,539.02	\$ 3,252,733.51	\$ 3,154,786.00	\$ -
Vehicle Acquisition & Maint	\$ -	\$ 6,527.66	\$ 17,500.00	\$ 1,061,628.00
Regular Pupil Transportation	\$ 17,492.81	\$ 541,605.67	\$ 426,600.00	\$ 568,322.00
SPED Pupil Transportation	\$ 738.43	\$ 110,373.57	\$ 149,550.00	\$ 35,722.00
Categorical Grant from Coporation	\$ 18,068.03	\$ 129,833.40	\$ 128,660.00	\$ 136,083.08
State Categorical Programs	\$ 6,874.10	\$ 19,745.98	\$ 108,091.00	\$ 20,793.87
Federal Programs	\$ 31,361.91	\$ 406,833.79	\$ 408,894.00	\$ 8,789.00
ESSER II & III	\$ 6,542.42	\$ 387,304.16	\$ 791,000.00	\$ -
	\$ 2,753,874.88	\$ 16,154,722.75	\$ 17,514,960.00	\$ 165,260.39
				\$ 5,104.56
				\$ 491,304.04
				\$ 134,013.00
				\$ 335,788.00
				\$ 51,190.76
				\$ -
				\$ 46,542.38
				\$ 5,681.00
				\$ 17,488.00
				\$ 2,457,793.27
				\$ 13,936,891.60
Revenues				
Personal and Prop Taxes				\$ 2,316,606.05
Carline Tax				\$ -
Motor Vehicle Taxes				\$ 91,164.38
Facility Rental				\$ -
Tuition Received from Individuals				\$ 16,030.00
Interest				\$ 4,020.60
Local License Fees				\$ -
Other Local Receipts				\$ 368.71
Grants from Corporations/Private				\$ -
County Fines and License Fees				\$ 1,893.70
ESU Receipts				\$ -
State Aid				\$ -
Special Education Programs				\$ -
Special Education Transportation				\$ -
Homestead Exemption				\$ 22,939.83
Pro-Rate Motor Vehicle				\$ -
High Ability Learners				\$ -
Early Childhood Grant				\$ -
State Apportionment				\$ -
Other State Receipts				\$ -
Prop & Personal Property Tax Credit				\$ -
Title ESSA Programs				\$ -
IDEA Programs				\$ -
Medicaid				\$ -
ESSER II & ESSER III				\$ -
Other Federal Categorical Receipts				\$ 3,240.00
Sale of Property				\$ 1,530.00
Insurance Adjustment				\$ -
				\$ 2,457,793.27
				\$ 13,936,891.60
August 2023 Payroll				
Net Payroll	\$ 447,380.03			
Payroll Taxes (District)	\$ 49,584.13			
Payroll Withholding (Employees)	\$ 126,108.47			
Retirement (District)	\$ 64,510.72			
Retirement Withholding (Employees)	\$ 63,871.99			

Regular; Beginning Month 08/2023; Processing Month 08/2023; Accounts to Include Accounts with Activity; Fund Number 05, 12

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	INTEREST	1,181.35	0.00	102.46	0.00	1,283.81
05 704 1001	ACTIVITY PASSES	4,677.14	0.00	7,020.00	0.00	11,697.14
05 704 1002	CORPORATE SPONSORSHIPS	18.99	0.00	250.00	0.00	268.99
05 704 1003	INSTRUMENTAL MUSIC	3,264.92	2,895.00	975.00	0.00	1,344.92
05 704 1005	STAFF LOUNGE	1,669.01	0.00	41.26	0.00	1,710.27
05 704 1006	STUDENT FINES	0.00	0.00	0.00	0.00	0.00
05 704 1007	VALLEY WAY	13,576.40	0.00	2,000.00	0.00	15,576.40
05 704 1008	DUAL CREDIT FEES	0.00	0.00	0.00	0.00	0.00
05 704 1011	PTSA DONATION	4,117.70	0.00	0.00	0.00	4,117.70
05 704 1022	SENIOR CLASS	191.62	0.00	0.00	0.00	191.62
05 704 1023	PROM	3,468.73	0.00	0.00	0.00	3,468.73
05 704 1102	ARTS & HUMANITIES	790.43	0.00	0.00	0.00	790.43
05 704 1104	ATHLETICS HS	1,878.89	265.00	166.00	0.00	1,779.89
05 704 1106	BASEBALL TEAM	1,352.98	0.00	0.00	0.00	1,352.98
05 704 1107	BAND	4,871.58	901.00	165.00	0.00	4,135.58
05 704 1108	CHEER	(5,565.96)	159.98	6,275.27	0.00	549.33
05 704 1111	BBB TEAM	936.09	650.00	480.00	0.00	766.09
05 704 1112	CONCESSIONS	27,336.22	0.00	0.00	0.00	27,336.22
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	705.88	3,028.70	0.00	0.00	(2,322.82)
05 704 1116	DRAMA	5,291.84	0.00	(200.00)	0.00	5,091.84
05 704 1117	FBLA	1,988.72	0.00	0.00	0.00	1,988.72
05 704 1118	HIGH SCHOOL	266.12	0.00	0.00	0.00	266.12
05 704 1119	DC TECH 1:1	40,845.41	0.00	9,385.00	0.00	50,230.41
05 704 1120	GBB TEAM	4,352.58	0.00	0.00	0.00	4,352.58
05 704 1123	HOSA	3,294.62	0.00	0.00	0.00	3,294.62
05 704 1124	STUCO HS	1,167.35	970.15	2,710.00	0.00	2,907.20
05 704 1128	NATIONAL HONOR SOCIETY	1,924.98	385.00	0.00	0.00	1,539.98
05 704 1131	FOOTBALL TEAM	634.22	0.00	201.00	0.00	835.22
05 704 1132	SCIENCE CLUB	298.19	0.00	12.00	0.00	310.19
05 704 1133	SPEECH TEAM	2,162.44	0.00	0.00	0.00	2,162.44
05 704 1134	VOCAL MUSIC	3,471.39	0.00	0.00	0.00	3,471.39
05 704 1136	WORLD LANGUAGE CLUB	69.52	0.00	0.00	0.00	69.52
05 704 1137	ROBOTICS TEAM	4,326.08	0.00	160.00	0.00	4,486.08
05 704 1141	GOLF TEAM	84.88	0.00	0.00	0.00	84.88
05 704 1142	YEARBOOK HS	4,689.35	575.99	800.00	0.00	4,913.36

Douglas County West Community School District 15
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Activity Fund Balance Report - Summary - Exclude Encumbrances
08/2023 - 08/2023
Regular; Beginning Month 08/2023; Processing Month 08/2023; Accounts to Include Accounts with Activity; Fund Number 05, 12

Fund: 05	ACTIVITY FUND	Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 1151		CROSS COUNTRY TEAM		1,725.13	0.00	45.00	0.00	1,770.13
05 704 1161		SOFTBALL TEAM		2,638.30	0.00	0.00	0.00	2,638.30
05 704 1166		BOYS TRACK TEAM		327.33	0.00	0.00	0.00	327.33
05 704 1167		GIRLS TRACK TEAM		638.39	0.00	0.00	0.00	638.39
05 704 1176		VOLLEYBALL TEAM		3,488.64	1,784.05	570.00	0.00	2,274.59
05 704 1186		WRESTLING TEAM		1,024.95	0.00	0.00	0.00	1,024.95
05 704 1198		SUMMER SPORTS CAMPS		598.12	0.00	0.00	0.00	598.12
05 704 1199		CHANGE BAGS		880.00	2,500.00	0.00	0.00	(1,620.00)
05 704 1222		SCIENCE GRANT		3,055.68	0.00	0.00	0.00	3,055.68
05 704 1224		STUCO MS		11,445.78	0.00	0.00	0.00	11,445.78
05 704 1225		COFFEE CART - EL SPED		1,551.40	0.00	0.00	0.00	1,551.40
05 704 1319		DISNEY MUSICAL		13,879.62	640.00	0.00	0.00	13,239.62
05 704 1320		PRESCHOOL		45.33	0.00	0.00	0.00	45.33
05 704 2112		MS CONCESSIONS		2,888.91	219.66	0.00	0.00	2,669.25
05 704 2121		MS BBB TEAM		211.05	0.00	0.00	0.00	211.05
05 704 2136		MS FOOTBALL TEAM		368.47	0.00	0.00	0.00	368.47
05 704 2204		ATHLETICS MS		0.00	0.00	0.00	0.00	0.00
05 704 2205		UNIFIED SPORTS		779.07	0.00	0.00	0.00	779.07
05 704 2216		MS DRAMA		0.00	0.00	200.00	0.00	200.00
05 704 2218		MIDDLE SCHOOL		1,044.22	0.00	10.00	0.00	1,054.22
05 704 2242		MS YEARBOOK		3,639.84	0.00	0.00	0.00	3,639.84
05 704 3220		ELEM FIELD TRIP		480.92	0.00	0.00	0.00	480.92
05 704 3221		PBIS/FALCOIN		1,936.82	64.04	0.00	0.00	1,872.78
05 704 3318		ELEMENTARY		4,431.71	0.00	0.00	0.00	4,431.71
Fund Total: 05				203,526.13	15,038.57	31,367.99	0.00	219,855.55

Regular; Beginning Month 08/2023; Processing Month 08/2023; Accounts to Include Accounts with Activity; Fund Number 05, 12

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
12 704	STUDENT PARTICIPATION FEE	14,051.88	0.00	10,520.00	0.00	24,571.88
	Fund Total: 12	14,051.88	0.00	10,520.00	0.00	24,571.88

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SEPTEMBER 2023 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
360 COMMUNITY SERVICES		11,280.79
AMAZON CAPITAL SERVICES		4,923.82
APPLE COMPUTER INC		466.00
BEST BUY		6,635.97
BLICK ART MATERIALS		1,162.73
BORDER STATES INDUSTRIES INC		2,148.55
BOUND TO STAY BOUND BOOKS		4,993.49
BROWN, CORBIN		950.00
BSN SPORTS INC		8,872.36
CAPPEL NAPA AUTO SUPPLY - VALLEY		29.41
CDW GOVERNMENT INC		1,332.00
CENGAGE LEARNING		378.00
CINTAS CORP		164.00
CITY OF VALLEY		1,554.15
COMMONWEALTH ELECTRIC COMPANY of the Midwest		2,877.72
COMPLETE BOOK.COM		325.50
CONTROL TEMP, INC.		180.67
CREATIVE SITES, LLC		1,432.00
DAILY RECORD, THE		356.23
DIETZE MUSIC HOUSE		1,694.48
DISCOUNT SCHOOL SUPPLY		848.85
DRISCOLL, COLIN		200.00
EDUCATIONAL SERVICE UNIT #3		726.70
EDUCATIONAL SERVICE UNIT #5		3,159.00
EGAN SUPPLY CO		13,518.56
ELECTRONIC SOUND INC		5,825.00
ENGINEERED CONTROLS		283.50
ESU COORDINATING COUNCIL		30.00
EXPLORE LEARNING		3,961.98
FIBER PLATFORM, LLC		288.39
FIREGUARD INC		3,349.76
FIRST STUDENT		3,572.32
FLINN SCIENTIFIC INC		1,189.56
FREMONT ELECTRIC INC		3,195.30
GEYER INSTRUCTIONAL PRODUCTS		146.95
GLASER CERAMICS		778.60
GOPHER SPORT		1,460.70
GRASS CUT RIGHT, INC.		600.00
GREATER NEBRASKA SUPERINTENDENTS		250.00
HALL, DEVIN		450.00
HEARTLAND PEST CONTROL		240.00
HOBART SALES & SERVICE		668.41
HOMETOWN LEASING		2,522.27
HOUGHTON MIFFLIN HARCOURT		200.10
HUDL		3,946.00
INSECT LORE		63.98
JELINEK HARDWARE COMPANY		39.35
JOURNEYED.COM, INC		3,721.02
JW PEPPER & SONS		242.99
LAKESHORE LEARNING MATERIALS, LLC		573.46
LAMP RYNEARSON & ASSOCIATES		2,375.00
LEIGH MAKE STUFF		80.00
LIBRARY SKILLS INC		202.95
MACKIN EDUCATIONAL RESOURCES		3,142.72

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SEPTEMBER 2023 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
MATHESON TRI-GAS INC		34.99
MENARDS - ELKHORN		1,536.74
METAL DOORS & HARDWARE CO		80.00
MORRISON, JESSICA		300.00
NACIA		250.00
NASB ALICAP		214,381.00
NASCO		280.00
NEBR ASSOCIATION OF SCHOOL BOARDS		129.00
NEBR STATE FIRE MARSHAL AGENCY		61.00
NEBRASKA CAPITAL CONFERENCE		695.00
NEBRASKA SAFETY CENTER		125.00
ONE SOURCE		782.50
OVERDRIVE INC		750.00
PERRY GUTHERY HAASE & GESSFORD		2,205.00
PITNEY BOWES		96.00
POLONCIC, MELISSA		361.94
PORTER TRUSTIN CARLSON CO		2,230.00
PRAIRIE MECHANICAL CORP		2,475.49
PUBLICATION PRINTING		762.75
QUILL		1,561.40
REALLY GOOD STUFF INC		323.68
REALLY GREAT READING		857.00
S2 ROLL OFFS, LLC		2,548.95
SCHOLASTIC INC		2,879.40
SCHOOL MATE		962.50
SCHOOL SPECIALTY INC		12,345.39
SEESAW LEARNING INC		3,500.00
SHEPPARD'S BUSINESS INTERIORS INC		4,522.40
SIGHT READING FACTORY		201.50
SOFTWARE UNLIMITED, INC.		540.00
SOL LEWIS ENGINEERING CO		6,510.57
STAPLES ADVANTAGE		6,043.41
SUBURBAN SCHOOLS PROGRAM		177.17
TROY, MICHAEL		73.15
VERIZON		90.12
WARDS NATURAL SCIENCE EST INC		2,921.18
WASTE CONNECTIONS OF NEBR, INC		1,208.70
WATER ENGINEERING INC		302.50
WEST MUSIC COMPANY INC		84.85
WEX BANK		42.75
WINSUPPLY COMMERCIAL CHARGE		9.68
WOODRIVER ENERGY LLC		2,193.04
XTRA MATH		200.00
Fund Number 01		<hr/> 391,247.04
Checking Account ID 1		<hr/> 391,247.04
Checking Account ID 2	Fund Number 02	DEPRECIATION
DIETZE MUSIC HOUSE		3,850.00
MCGRAW-HILL EDUCATION INC		1,942.99
Fund Number 02		<hr/> 5,792.99
Checking Account ID 2		<hr/> 5,792.99
Checking Account ID 6	Fund Number 06	27 NUTRITION FUND

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SEPTEMBER 2023 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
BULLER FIXTURE COMPANY		1,393.00
CASH-WA DISTRIBUTING		13,496.64
CHESTERMAN CO		795.18
CINTAS CORP		476.00
EGAN SUPPLY CO		1,483.57
GOODWIN TUCKER		213.75
HILAND DAIRY		2,516.35
NASB ALICAP		11,600.00
ROTELLA'S ITALIAN BAKERY INC		375.20
SYSCO LINCOLN		7,549.97
US FOOD INC		14,063.72
Fund Number 06		<hr/> 53,963.38
Checking Account ID 6		<hr/> 53,963.38

Checking Account ID 8	Fund Number 08	SPECIAL BUILDING FUND	
BOYD JONES CONSTRUCTION CO			607,099.46
LATITUDE SIGNAGE & DESIGN			38,860.00
RAINWOOD DEVELOPMENT PARTNERS, LLC			13,440.00
THIELE GEOTECH INC			1,356.00
Fund Number 08			<hr/> 660,755.46
Checking Account ID 8			<hr/> 660,755.46

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MID MONTH BILLS - AUGUST/SEPTEMBER 2023

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01	GENERAL FUND
ACH BANK FEE		42.75
AMAZON CAPITAL SERVICES		3,025.00
BALDWIN'S FLOORING AMERICA		65,630.00
CENTER FOR RESPONSIVE SCHOOLS, INC		1,223.04
FREMONT ELECTRIC INC		10,690.00
H2I GROUP, INC		17,899.00
HOLIDAY INN EXPRESS		1,559.40
HUGHES TREE SERVICE		4,426.59
JKE HOSPITALITY MOBILE LLC		2,832.89
LAKESHORE LEARNING MATERIALS, LLC		788.40
LOVE'S TRAVEL STOPS & COUNTRY STORE		1,706.40
MACKIE CONSTRUCTION, INC.		145,219.13
MADISON NATIONAL LIFE INS CO IN		2,221.02
MAGIC WRIGHTER E-SERVICE		377.75
NEBRASKA DEPT OF EDUCATION		1,000.00
NEBRASKA MUSIC EDUCATOR'S ASSOC		525.00
OMAHA PUBLIC POWER DISTRICT		25,972.03
PECHOUS, NICOLE		1,820.70
PETTY CASH		204.87
SID DILLON CHEVROLET		0.00
THIELE GEOTECH INC		2,710.00
WALMART COMMUNITY		271.40
WELLS FARGO BANK		14,407.00
YORK PUBLIC SCHOOLS		150.00
Fund Number 01		<u>304,702.37</u>
Checking Account ID 1		<u>304,702.37</u>
Checking Account ID 6	Fund Number 06	NUTRITION FUND
WELLS FARGO BANK		1,584.98
Fund Number 06		<u>1,584.98</u>
Checking Account ID 6		<u>1,584.98</u>
Checking Account ID 8	Fund Number 08	SPECIAL BUILDING FUND
ACH BANK FEE		10.00
Fund Number 08		<u>10.00</u>
Checking Account ID 8		<u>10.00</u>

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT
Monday, August 14, 2023**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, August 14, 2023 at the Central Office Board Room, 401 South Pine Street, Valley, NE 68064-0378.

Following public notification procedures approved by the Board of Education, February 14, 2011, in adherence to 84-1411, notice of the meeting was given in advance thereof by posting such Notice on the exterior front door of the high school, elementary school, middle school, Valley City Hall, First Nebraska Bank, and Foundation One Bank. Notice of the meeting was simultaneously given to all members of the Board of Education. Availability of the agenda was communicated in advance notice and in the notice to the Board of Education of the meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Attendance Taken at 7:00 PM.

Kelly Hinrichs: Present

Luke Janke: Present

Jamie Jorgensen: Present

Bill Koile: Present

Elizabeth Mayer: Absent

Jim Tomanek: Present

Present: 5, Absent: 1.

Attendance Update Taken at 7:05 PM.

Elizabeth Mayer: Present

Present: 6.

Elizabeth joined meeting at 7:05 pm

1. Call to Order

The agenda, listing items for consideration by the Board, is on file in the Superintendent's office. Other matters may come before the Board and the Board has the right to modify the agenda before the meeting.

President – “As I call the meeting to order I wish to inform everyone present that a current copy of the Open Meetings Act is posted on the back wall of the Board Room for your review at any time.”

2. Public Communications and Correspondence

There we no public comments or correspondence

3. Approval of Agenda

Motion to approve agenda as presented passed with a motion by Luke Janke and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Jim Tomanek: **Yea**

Yea: 5, Nay: 0

4. Administrative Reports

4.1. Superintendent's Report

4.2. Financial Report

5. Consent Agenda

Motion to approve Consent Agenda passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Jim Tomanek: **Yea**

Yea: 5, Nay: 0

5.1. Approve Minutes
Regular Meeting Date:
Special Meeting Date:

- 5.2. Approve Claims for Payment
- 5.3. Approve Financial Report
- 5.4. Approve Classified Staff

Teresa Mumford- Elem Sped Para
Keilan Alcolea Alvarez- Kitchen
Katrina Maher- Elem Sped Para

6. Old Business

6.1. Building and Grounds Update
Project Updates:

- Performing Arts Center Completion- Looking at a completion date in September.
- Parking lots (North) & (South) – The South parking is waiting to be striped and then will be available for use. The North lot is still in the process of being poured should be available in early Sept. for use
- Softball field – Sod has been laid at the field but will require more work to be adequate for play. DC West will use Schilke field in Fremont for home games until our home field is ready.
- North gym light remodel – Work has been completed in the North gym.
- Middle School/ Fine Arts Expansion – The school is looking great. There is a punch list of work items being created to finish up any final projects.
- Weight room, locker room, and wrestling room renovation – On track

7. New Business

7.1. 2023 Student Achievement Results Presentation

Dr. Dawn Marten, Director of Learning, presented the student achievement data from the spring of 2023. This was in lieu of her Board report.

7.2. Outdoor Facilities Update Planning Discussion

The following items were presented to the Board for planning discussion:

- Financial Scenario from DA Davidson
- Budget and Scope Review from Lamp Rynearson
- Community Engagement Meeting(s) & Agenda
 - The Board would like to present the concept to the community at a public board meeting.
 - Board Member, Elizabeth Mayer, asked that the board look into an outside firm to gather better data on our enrollment numbers.

7.3. Fiscal Year 2024 Budget Review & Discussion

The Board reviewed the draft by category for the FY24 budget. There will be a certified valuation by Monday, August 21st. At that time, the budget will be finalized, the finance committee will meet to review prior to the Board hearing and for approval of the budget in September.

7.4. Approve Student Handbooks 2023-2024 School Year

The board was presented the three building handbooks for the 2023-2024 school year as presented by the administration of each building. The Board approves these handbooks annually.

Motion to approved handbook as presented passed with a motion by Luke Janke and a second by Kelly

Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

7.5. Approve Certificated Staff

The administration recommended the following certificated staff for hire:

Kristen Reeves, Elementary Counselor

Katie Bents, School Nurse

Motion to approve Kristen Reeves, Elementary Counselor and Katie Bents, School Nurse Passed with a motion by Jamie Jorgensen and a second by Luke Janke.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

7.6. Board Discussion Livestreaming Meetings

Due to request from the public, our board asked that our IT Director look into different platforms for streaming our monthly Board Meetings. The new board room should be fully equipped to serve this need.

7.7. Student Fees Hearing and Approval of Fees 2023-2024

Annually, the school board shall hold a public hearing on the proposed student fee policy (5416) to meet the requirements of Law 79-2, 134. The changes to the fees this year include:

Lunch price increases in Elementary and Secondary

IPad insurance decrease to \$20

Motion to approve student fees for the 2023-2024 school year to proposed Appendix Policy 5416 Passed with a motion by Luke Janke and a second by Bill Koile.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

7.8. 2nd Reading and Approval of Grading System Policy 5204

Second reading of Board policy 5204; discuss, consider, and take action to adopt said policy.

Motion to approve Grading System Policy 5204 as presented and to repeal and rescind all existing Board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies Passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

7.9. Approve Extra Duty Positions

It was requested to separate the middle school speech/drama position into two extra duty positions for middle school play and middle school speech team.

It was also requested to add an Assistant Activities Director extra duty position.

DCWEA will negotiate a paid percentage for each position through their membership process.

Motion to approve the new extra duty positions of Middle School Play, Middle School Speech (instead of Middle School Speech/Drama), and Assistant Activities Director Passed with a motion by Bill Koile and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

8. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have real estate matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

Motion that the Board of Education of this School District go into closed session for the purpose of a strategy session with respect to a potential real estate purchase, such closed session is necessary for the protection of the public interest Passed with a motion by Bill Koile and a second by Jim Tomanek.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0

9. Reconvene to Regular Session and Adjournment

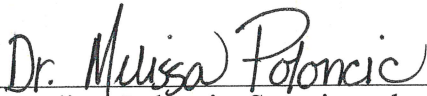
Motion to reconvene to regular session and adjourn meeting at 8:45pm Passed with a motion by Kelly Hinrichs and a second by Bill Koile.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 6, Nay: 0



Kristi Trost, Board Secretary



Dr. Melissa Polonic, Superintendent

STANBURY UNIFORMS, INC.

P.O. Box 100 - Stanbury Industrial Drive
 Brookfield, Missouri 64628
 Phone (660) 258-2246
 Fax (660) 258-5781
 info@stanbury.com

Our Order No. _____

Customer Order No. _____

Sales Manager - Ron Hardin

Invoice No. _____

Estimated Ship Date 90-180 Days
After Receipt of All Details

Shipping Charges to be Paid By:
 Stanbury
 Buyer

Order Date 7/31/23

Deposit \$ _____

Sold To: DC West High School
 Elizabeth Guinn

Ship To: 401 S Pine St
 Valley, NE 68064

This order is made in good faith with the understanding that same will become a contract for the sale of goods described at the prices and terms shown, upon the Acceptance by Stanbury Uniforms, Inc. and subject to the conditions of sale appearing below hereof which are incorporated in and made part of such agreement.

QUANTITY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
90	SHAKO	63.30	5,697.00
90	PLUME - Black & red interspersed	49.60	4,464.00
90	COAT	247.50	22,275.00
90	JUMPSUIT	110.00	9,900.00
90	GAUNTLETS - Pair	55.90	5,031.00
90	SIDE CAPE	62.10	5,589.00
4	DRUM MAJOR SETS - All above items w/ color change	650.00	2,600.00
94	SHAKO BOX - Bayly	15.00	1,410.00
94	GARMENT BAG - 600 denier w/ imprint	22.50	2,115.00
TOTAL			\$59,081.00

We, the undersigned, have read and fully understand the contract and all of its terms and conditions stated therein, and fully agree to accept all of them.

ORGANIZATION

NAME (typed or printed please) _____ POSITION (must be authorized purchasing agent or administrator NOT band director) _____ TELEPHONE NUMBER _____

SIGNATURE

BOOSTERS: PRESIDENT _____ DAYTIME TELEPHONE _____

TREASURER _____ DAYTIME TELEPHONE _____

TERMS

- Term A: OPEN ACCOUNT - NET 30 DAYS. If bonafide Board of Education (School Board of Directors) purchase order is issued; or if this contract is signed by Superintendent, Principal or Purchasing Agent, who is authorized to purchase on behalf of this Board of Education (School Board of Directors).
- Term B: FIFTY PERCENT DEPOSIT WITH ORDER, balance C.O.D. This applies to all orders from organizations and individuals except those where term "A" applies.
- Term C: PREPAYMENT - Cash discount is allowed, provided a check for the contract amount is mailed with the contract and purchase order. Freight charges, unless included in the price above, will be invoiced. This prepayment discount is not available for credit card payments.

A late charge of 1.5% per month will be assessed against all accounts not paid within 30 days from date of payment specified in the contract. This is equal to 18% per year or such lesser amount to the extend this exceeds that authorized by law.

CONDITIONS OF SALE

All uniforms, accessories, and/or other made-to-order garments shall be made in accordance with the specifications. This order is subject to approval and acceptance by Stanbury Uniforms, Inc., Brookfield, Missouri, and cannot be cancelled after it has been accepted by Stanbury Uniforms, Inc. The estimated ship date stated above (which shall be the estimated date for delivery to the specified transportation company at Brookfield) is subject to any delays by strikes, fire or other casualty, failure of supplier to make deliveries, and any other causes of delay over which Stanbury Uniforms, Inc., may have no control. All orders are shipped immediately after completion. All shipments are to be made F.O.B. SHIPPING POINT Brookfield, Missouri. At seller's option, accessories may be shipped direct to purchaser, F.O.B. suppliers. Seller will not assume additional expense for airmail, airfreight or special delivery shipments. All payments on this order are to be made direct to Stanbury Uniforms, Inc., at its offices in Brookfield, Missouri. The contract expressly made performable in Brookfield, Missouri. This contract may not be altered, varied or changed except in writing, and such change must be authorized by the president of Stanbury Uniforms, Inc. It is specifically understood that all terms and conditions of this sale are set out herein in writing, and that there are no oral agreements in the transaction. **NOTE: Estimated ship date is established upon receipt at factory of all the following information, signed, itemized contract and/or purchase order, sample approval form signed and dated; sample uniform, all measurements and/or stock sizes approval and repricing approval in writing. These conditions of sale are considered to be as binding upon a purchase order as signed contract. Notification for necessary alterations due to factory error must be made at our factory, within 21 days. Only by special agreement with our office should any alterations be made locally, to protect your warranty. **ATTENTION: Quoted prices do not include any taxes, including sales and use taxes, required to be collected by Stanbury Uniforms, Inc. They must be shown as separate line item above.

RESOLUTION SETTING THE PROPERTY TAX REQUEST
RESOLUTION NO. 2023

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Douglas County West Community Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Douglas County West Community Schools resolves that:

1. The 2023-2024 property tax request be set at:

General Fund:	\$	9,298,974.00
Bond Fund:	\$	1,159,596.00
Special Building Fund:	\$	2,134,994.00
Qualified Capital Purpose	\$	496,970.00
Undertaking Fund:		

2. The total assessed value of property differs from last year's total assessed value by 16.76 percent.
3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 0.803103 per \$100 of assessed value.
4. Douglas County West Community Schools proposes to adopt a property tax request that will cause its tax rate to be 0.797536 per \$100 of assessed value.
5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Douglas County West Community Schools will increase (or decrease) last year's budget by -28.26 percent.
6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2023.

Motion by _____, seconded by _____ to adopt Resolution #_____.

Voting yes were:

Voting no were:

Dated this _____ day of _____, 2023

DC West Community Schools



Emergency Operations Plan

Disclaimer:

This template was developed using Federal funds, USDOE PR/Award # S184Q180009 and is available for all Nebraska schools at no cost for the purpose of developing a high-quality school Emergency Operations Plan to be supported by the Nebraska Department of Education School Safety.

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the DC West Community Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of DC West Community Schools and its employees. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that DC West Community Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines.

Lastly, developing, maintaining, and exercising the School EOP increases DC West Community Schools' legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The DC West Community Schools Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we cannot control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The DC West Community Schools Emergency Operations Plan operates within the framework of the DC West Community Schools School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of DC West Community Schools is approximately 537 elementary-school students, 247 middle-school students, and 335 high-school students located in two buildings on campus. These students are supported by a committed staff and faculty consisting of:

7	Superintendent/Principal/Building Administrators
100	Teachers
30	Instructional Assistants
6	Counselors, Therapist, and Psychologists
4	School Nurses/Health Assistans
8	Custodians/Maintenance Personnel
12	Office/support staff
8	Food Service/Cafeteria staff

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of DC West Community Schools is also located in [Appendix A](#) in this plan.

b. Special Needs Population

DC West Community Schools are committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 190; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in [Appendix B](#).

2. Building Information

Douglas County West School District is located on one, 44-acre lot that includes two buildings, four baseball/softball fields, one football/soccer field and track, one sports practice field, and two main parking lots. All regular classes take place in the high school/middle school and elementary buildings or on school grounds.

Annotated maps of the buildings and grounds are included in [Appendix C](#).

Located in [Appendix D](#) are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

DC West Community Schools are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

Annually, a thorough hazard analysis is completed through a safety audit to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed in 2022.

In addition, the table on the following page briefly discusses DC West Community Schools' high-priority hazards including behavioral crises, medical emergencies, staff/student death, severe weather, suicide, missing student, bomb threat, building intruder, bus/van accident, and chemical spill/toxic fumes.

Table 1. High-Priority Hazards

Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Valley and its surrounding areas. Flooding predominates throughout the early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>The Elkhorn and Platte River could cause flood concerns for our school community. Students and staff may have difficulty getting to work and / or suffer property loss.</p>
Severe Weather	<p>Valley and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems, property damage and loss of utilities. These can vary with the intensity of the storm, the level of preparation by DC West Community Schools, and the equipment and staff available to perform tasks to lessen the effects.</p>
Fire	<p>Fire hazards are the most prevalent types of hazards. Proper prevention and mitigation protocols reduce the risk and the damage in the event of a fire-incident.</p>
Medical Emergency	<p>Any life-threatening illness or injury that requires medical treatment beyond first aid (ex. seizure, anaphylaxis, heart attack).</p>
Intruder	<p>Protocols from the Standard Response Protocol cover the response and reunification process</p>
Terrorism	<p>DC West Community Schools, like other public institutions, are vulnerable to terrorist activity.</p>

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. DC West Community Schools is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, DC West Community Schools requires all visiting adults and students to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. DC West Community Schools fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). DC West Community Schools will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows DC West Community Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of DC West Community Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, DC West Community Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf>

II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, DC West Community Schools participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

DC West Community Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

DC West Community Schools works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, DC West Community Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Superintendent/Principal/Incident Commander at DC West Community Schools will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent/Principal/Administrator

The superintendent/principal/administrator may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent/principal/administrator still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal/administrator to focus on policy-level activities and interfacing with other agencies and parents. The superintendent/principal/administrator shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Paraprofessionals

Responsibilities include:

- Assisting teachers as directed.

E. Counselors and Psychologists

Counselors and psychologists provide assistance with the overall direction of the incident management procedures at the site. In the event of a Reunification activation, counselors and psychologists will move to the Relocation Site and begin set-up for the Crisis Center.

Responsibilities include:

On-Site / Non-Reunification Event

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Reunification Event

- Move to Reunification Site
- Ensure the Crisis Center is free of non-disaster site students
- Assist with calls to activate counselors, psychologists and clergy to attend Crisis Center
- Ensure stock of water / snacks are available
- Gather names of Crisis - Parents / Guardians for prioritization
- Cover Crisis Center for students

F. School Nurse/Health Paras

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed.
- Ensure Health Plans are followed for students with health needs.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Notify all buildings of incident in progress via radio
- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school-based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.

- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.
- Do not show up at the school after a disaster until directed to do so.
 - Emergency personnel must have access to respond / rescue
 - Reunification will take place at a different site
 - Monitor email, phones and school-directed social media for information and instructions

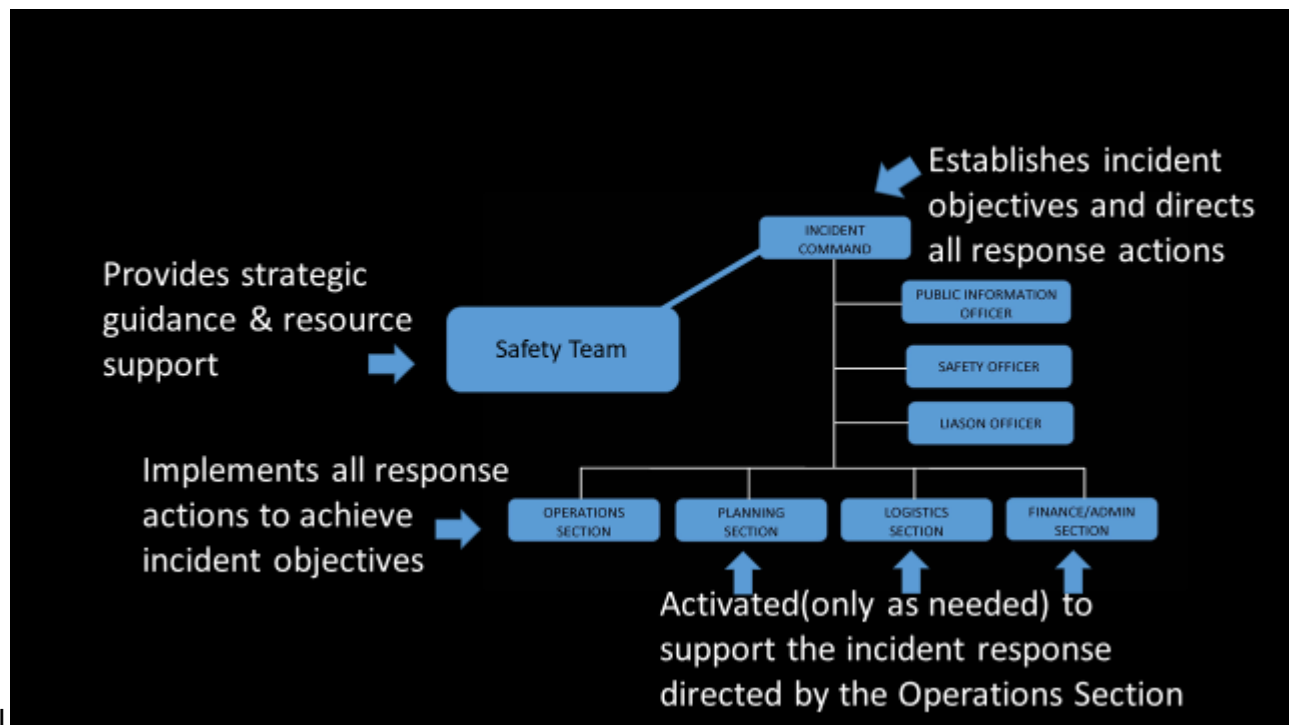
IV. DIRECTION, CONTROL, AND COORDINATION

A. DC West Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the DC West EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in [Appendix E1](#). [Appendix E2](#) is a list of your ICS contacts within your school. [Appendix E3](#) is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	<p>Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed. ● Assessing and treating injuries.
First Aid/Health Team	<p>First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/ Shelter/Care Team Reunification Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> ● Establish an Incident Command. ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport.

	<ul style="list-style-type: none"> • Proper unification paperwork. • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
Psychological First Aid (PFA) Support Team	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Reunification Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Reunification Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track costs to the district.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The DC West Community Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The DC West Community Schools maintain a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The DC West Community Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Douglas County and City Emergency Managers.

D. Coordination With First Responders

An important component of the DC West Community Schools EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and DC West Community Schools.

E. Source and Use of Resources

DC West Community Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- CHI for additional crisis response supports
- Region 6 mobile crisis unit

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines DC West Schools' communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Automated Phone Calling System:** An automated phone call is a simple, widely used system for notifying staff of an incident when they are not at school. The phone call originates with the superintendent, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of outside of school employees. Consider a communication plan for substitutes and contract employees.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Staff Emails:** As needed, emails with additional facts and information will be shared with staff groups. Consider communication with subs and contracted employees.

2. Communication With the School District Office

The Incident Commander will notify the principal of the school's status/needs. The principal will notify the district office.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from DC West Community Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, DC West Community Schools will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, DC West Community Schools will:

- Disseminate information via text messages, mass telephone messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.

- Provide a phone number, Web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All DC West Community Schools employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behaviorial-Health-Risk-Messages-June-2019.pdf> [Appendix H](#)

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast DC West Community Schools' external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, DC West Community Schools will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

After the immediate incident response period, DC West Community Schools will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. DC West Community Schools frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs.

Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information, technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Douglas County Office of Emergency Management.

The school district will:

- Review the use of the Incident Command System (ICS) and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that DC West Community Schools may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).

- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, DC West Community Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel.

B. Recordkeeping

1. Administrative Controls

Douglas County West Community Schools are responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities [Appendix F](#) recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. [Appendix E3](#) (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the DC West Community School's EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. [Appendix J](#)

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. [Appendix J](#)

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Records of the drill/training provided including date(s), type of training, and participant roster will be maintained.

[Schedule/Record of Drills](#)
[Professional Development Plan with Required Trainings](#)

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended; 8989
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the

- Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
 - I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
 - J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
 - K. Homeland Security Presidential Directive (HSPD) 5 “Management of Domestic Incidents,” 28 Feb. 2003;
 - L. Presidential Policy Directive (PPD) 8 “National Preparedness” March 30, 2011;
 - M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are five specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. No one comes in and no one goes out.(Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. Students and staff should be in a safe corner where there is not a direct line-of-sight to the door. Everyone sits on the floor and turns off their phones.(Threat is close to or in the building)

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

Event Protocols:

DC West will engage in threat prevention and mitigation strategies prior to events and in an on-going capacity.

- Proper entry points will be established and utilized for all functions. Entry points will be attended by DC West personnel, law enforcement or, in the case of a rented facility usage, by event staff.
 - Signage will be identifiable and clear, giving simple directions/instructions.
- DC West will establish standards for law enforcement personnel staffing, EMS staffing and Fire services based on historical trends and projected risks.
- After-Action Reviews will be conducted after large events.
 - AARs will be analyzed for more efficient and better action.
- Threat Assessments will be employed for every threat, regardless of its origin.
 - The Behavioral Threat Assessment Management Team (BTAM) will consist of no less than five members with three permanent members (District Psychologist, pre-selected BTAM trained principal and pre-selected BTAM trained SRO), building counselor and teacher.

Outdoor Events

Severe Weather Threat - In the event of severe/dangerous weather, activities will cease. If an immediate threat to physical safety is identified, an announcement will be made over the PA system giving directions to the storm shelters. The school will be opened so the storm shelters can be utilized. When possible, multiple doors will be unlocked to facilitate the largest flow-capacity possible. The established severe weather policies will be followed after the activation of the EOP.

Threat of Gun Violence - Attendees should move away from the threat to the first corner or level-change (stairs, hills, retaining walls, buildings) and seek cover. If running, run in an erratic unpredictable manner. 911 will be called at the earliest, point of safety.

Disturbances - Disturbances will be handled by crowd control staff if or until law enforcement arrives. Law Enforcement will have priority jurisdiction for all disturbances once they arrive.

Indoor Events

Gymnasium/Commons/Auditorium Events - Follows school protocols for SRP. Exits are all panic bar-doors and can be locked to the exterior while remaining functional from the inside.

Severe Weather Threat - Attendees will be directed to the storm shelters. Attendees over the age of 19 will be allowed to leave if intent on doing so. Anyone under the age of 19 without a parent or guardian will be directed to the storm shelters. Anyone under the age of 19 who insists on leaving will be noted with their name, parent/guardian name and contact number. The parent/guardian will be contacted at the earliest safe opportunity.

Threat of Gun Violence - Attendees should move away from the threat to the first corner or level-change (stairs, hills, retaining walls, buildings) and seek cover. If running, run in an erratic unpredictable manner. Unlocked rooms can be utilized to lock-down. 911 will be called at the earliest, point of safety.

Disturbances - Disturbances will be handled by crowd control staff if or until law enforcement arrives. Law Enforcement will have priority jurisdiction for all disturbances once they arrive.

School Buses/Vehicles:

Field Trips:

- Attendance will be taken before the transport vehicle leaves the property. The attendance sheet will be kept by the supervising staff member.
- Upon arrival at the field trip location, the attendance list will be checked off as students leave the bus.
- Students will be accounted for during the entirety of the field trip. In the event of an emergency, the district's emergency protocols will be followed.
- Emergencies will be reported to the school's principal as soon as safety allows.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Remain in the area until the "All Clear" is indicated

ADULTS

Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS

Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html>

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.

- When it's all said and done, successful reunification is about managing the student and parent experience.

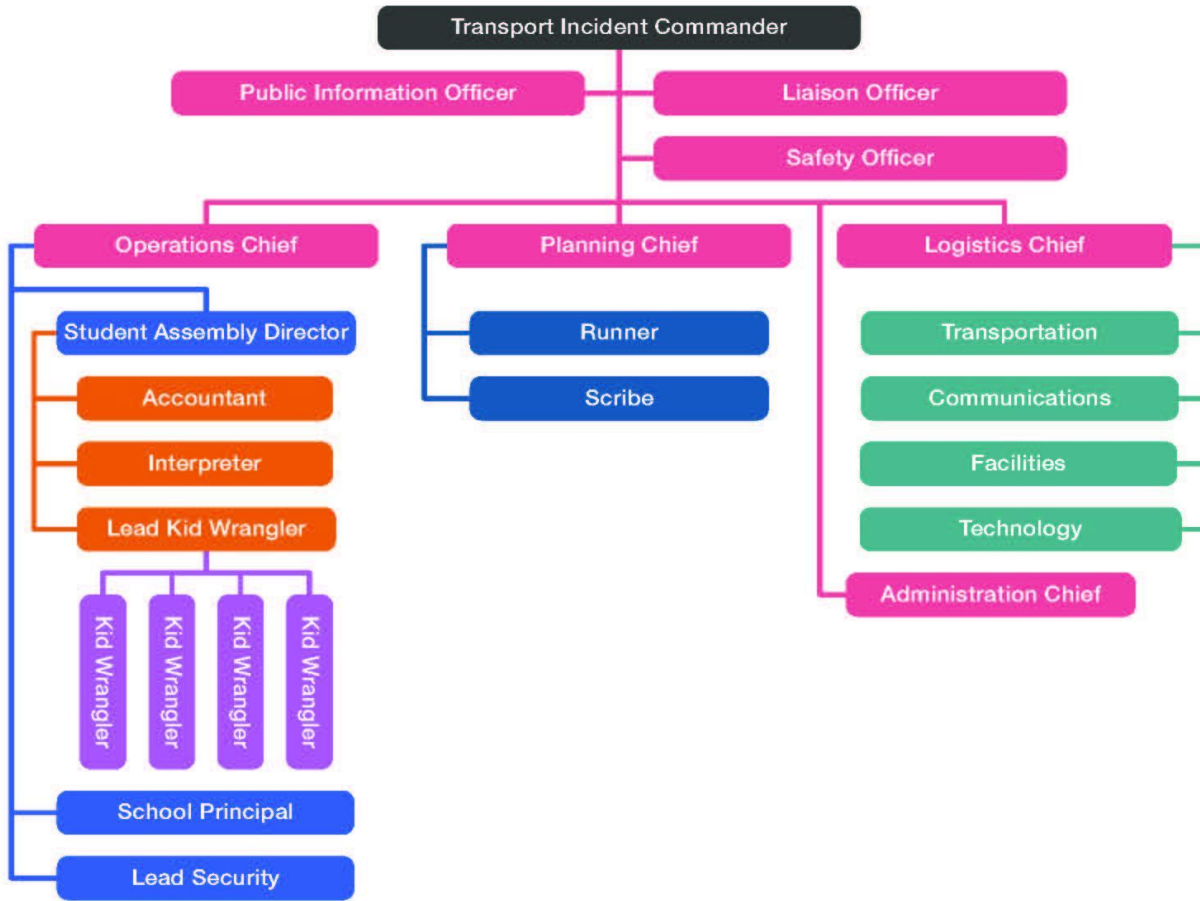
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:

<https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Box>

Transport Organization Chart (Fillable) [Appendix L1](#)

Offsite Reunification Organization Chart (Fillable) [Appendix L2](#)

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



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REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

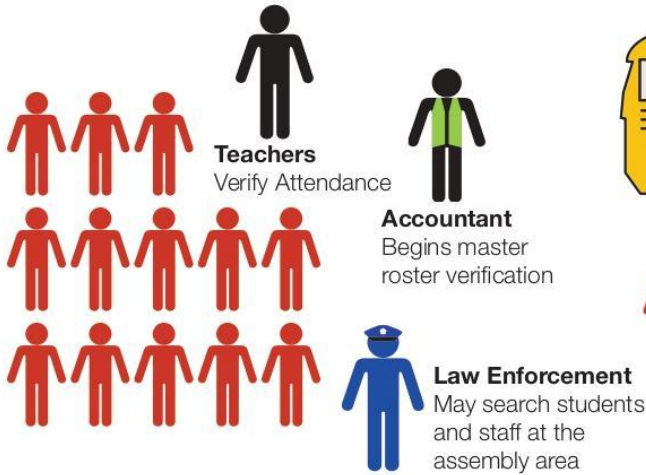
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4 STUDENT AND STAFF TRANSPORT

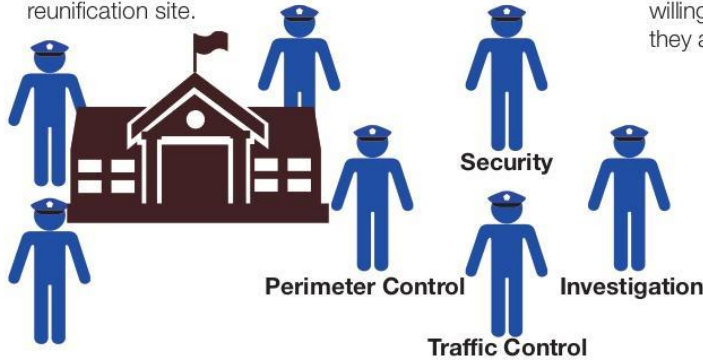
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of DC West Community Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to DC West Community Schools, 401 S. Pine St., Valley, NE 68064. .

III. RESPONSIBILITIES

The COOP outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. DC West Community Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent/ Principal	<ul style="list-style-type: none"> • Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
<i>Primary Person: Dr. Melissa Poloncic</i>	<i>Phone/Email: 402-504-0615; mpoloncic@dcwest.org</i>
<i>Alternate: Principals</i>	<i>Phone/Email:</i>
Jim Knott	402-669-0751; jimknott@dcwest.org
Jeremy Travis	402-616-9718; jtravis@dcwest.org
Dr. Jeffrey Kerns	402-651-3269; jkerns@dcwest.org
<i>Second Alternate: Directors</i>	<i>Phone/Email:</i>
Dr. Dawn Marten	402-504-0514; dmarten@dcwest.org
Nicki Pechous	402-740-3919; npechous@dcwest.org

Directors	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum.
<i>Primary Person: Directors</i>	
<i>Phone/Email:</i>	
Dr. Dawn Marten	402-504-0514; dmarten@dcwest.org
Nicki Pechous	402-740-3919; npechous@dcwest.org
<i>Alternate: Principals</i>	
<i>Phone/Email:</i>	
Jim Knott	402-669-0751; jimknott@dcwest.org
Jeremy Travis	402-616-9718; jtravis@dcwest.org
Dr. Jeffrey Kerns	402-651-3269; jkerns@dcwest.org
<i>Second Alternate: Assistant Principal</i>	
<i>Phone/Email:</i>	
Nathan Ter Beest	402-350-5387; nterbeest@dcwest.org
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
<i>Primary Person: Scott Perrigo</i>	
<i>Phone/Email: 402-981-4121; sperrigo@dcwest.org</i>	
<i>Alternate: Willy Baughman</i>	
<i>Phone/Email: wbaughman@dcwest.org</i>	
<i>Second Alternate:</i>	
<i>Phone/Email:</i>	
Data/Technology	<ul style="list-style-type: none"> • Monitor network and infrastructure and make recommendations for repair • Work to establish an alternate network • Ensure connectivity for staff and students • Inventory and replace/repair devices • Monitor data security and ensure that backups of data are restored
<i>Primary Person: Sandi Kerkhoff</i>	
<i>Phone/Email: 402-990-0936; skerkhoff@dcwest.org</i>	
<i>Alternate:</i>	
<i>Phone/Email:</i>	
<i>Second Alternate:</i>	
<i>Phone/Email:</i>	
Office Staff/Secretaries	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data.

	<ul style="list-style-type: none"> • Provide accounts payable and cash management services.
<i>Primary Person:</i> Kristi Trost	<i>Phone/Email:</i> ktrost@dcwest.org
Cindy Quang	641-295-0189; cquang@dcwest.org
Sam Taft	402-5510-8760; staft@dcwest.org
JoAnn Swan	402-672-0967; jswan@dcwest.org
<i>Alternate: Building Secretaries</i>	<i>Phone/Email:</i>
Jenny Finck, HS	402-659-5065; jfinck@dcwest.org
Nikki Kingham, MS	nkingham@dcwest.org
Larissa Travis, ELEM	402-926-9139; ltravis@dcwest.org
Counselors & School Psychologists	<ul style="list-style-type: none"> • Ensure all students have electronic access and equipment. • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students.
<i>Primary Person:</i>	<i>Phone/Email:</i>
Kristen Phillips	402-990-4042; kphillips@dcwest.org
Ron Michael	402-699-7080; rmichael@dcwest.org
<i>Alternate:</i>	<i>Phone/Email:</i>
Katie Richards	krichards@dcwest.org
Kristen Reeves	kreeves@dcwest.org
Reagan Rosenberg	402-304-7144; rosenberg@dcwest.org
School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services.
<i>Primary Person:</i> Katie Bents	<i>Phone/Email:</i> kbents@dcwest.org
<i>Alternate:</i>	<i>Phone/Email:</i>
Barb Feldhacker	bfeldhacker@dcwest.org
Chelsea Dembinski	cdembinski@dcwest.org
Becky Erickson	berickson@dcwest.org
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how food services will resume. • Establish food security for any student.
<i>Primary Person:</i> Kelly Ellis	<i>Phone/Email:</i> kellis@dcwest.org
<i>Alternate:</i> Kitchen Managers	<i>Phone/Email:</i>
<i>Second Alternate:</i>	<i>Phone/Email:</i>

Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students.
Primary Person: General and Special Education Teachers	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed.
Primary Person: Kristi Trost	Phone/Email: 402-720-8497; ktrost@dcwest.org
Alternate: Cindy Quang	Phone/Email: 641-295-0189; cquang@dcwest.org
Second Alternate:	Phone/Email:
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person: Melissa Poloncic	Phone/Email:
Alternate: Corbin Brown	Phone/Email: 402-740-0601/cbrown@dcwest.org
Second Alternate: Douglas County Emergency Management	Phone/Email:
Law Enforcement	<ul style="list-style-type: none"> • Maintain the security of off site location. • Set up traffic flow at an off site location. • Provide traffic control at the off site location.
Primary Person: Corbin Brown	Phone/Email: 402-740-0601/cbrown@dcwest.org
Alternate: Valley Police Department	Phone/Email:
Second Alternate: Waterloo Police Department	Phone/Email:
Parents	<ul style="list-style-type: none"> • Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed.
Students	<ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s).

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>Address how successor(s) will be notified, as well as external and internal personnel</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Dawn Marten	Nicki Pechous	
	HS Principal	Nathan Ter Beest	Ron Michael	
	MS Principal	Jeff Kerns	Dawn Marten	
	ELEM Principal	Jeremy Travis	Dawn Marten	
Succession Revision Procedures/ Date Completed	Succession plan will be reviewed annually each summer by the DC West Administrative Team.			

A. Activation and Relocation

The Superintendent/Principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Laptop Computer/Ipad	Y	Y	Internet/Website; Email	
Cell Phones/Text				
Phone				

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be St. John’s School. For a longer-term arrangement, schools in the immediate vicinity of Valley would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: DC West Elementary	Alternative Site: DC West Middle/High School		Address the assets, equipment, resources, & capabilities already available at alternate sites, e.g.: --Assets: --Furniture: -- Internet access: --Office supplies:	Address resources needed at alternate site to carry out essential functions. Take laptops & emergency supplies; Student medical supplies
	Secondary Site: VFW			
Primary Facility: DC West Middle	Alternative Site: DC West Elementary			
	Secondary Site: St. John’s			
Primary Facility: DC West High School	Alternative Site: DC West	Brenda Thiesen 402-359-5783		

	Elementary			
	Secondary Site: St. John's			

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with DC West Community Schools's backup data.

Vital Records and Retention File

Vital Records are archived and / or retained on backup data systems stored off-site.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Superintendent
- Principals.

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Superintendent
- Directors of Learning and Special Education.

Provisions and accommodations for students who have IEPs

- Director of Special Education.

Provisions and accommodations for eligible students to continue receiving medical and food service

- School Nurse
- Director of Food Service

COOP training plan for staff

- Principals will notify staff of training sessions via email, text and / or phone call.
- COOP training should take place annually
- COOP training will be recorded according to content and participation

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any

of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Each leader will maintain control of their assigned campus until their ability to lead effectively has been compromised. This may be due to illness, trauma, injury or absence. When this occurs the authority of control can be passed down to the next level of leadership or the next level up. As an example, if a principal is incapacitated, their authority can pass to the Assistant Principal or to any other member of the DC West Administrative Team.

The decision of devolution will be made by the Superintendent. If the Superintendent is incapacitated, the decision will be made by the next level down the chain-of-command. This process will continue if a severe tragedy causes multiple incapacitations. The chain-of-command will be utilized downward until an appropriated position is able to maintain control and authority.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Principal	Asst. Principal
	External alert and notification	Superintendent	Director of Learning
	Transfer equipment, vital records, data	Superintendent Office Staff	Maintenance Staff
	Transfer communications	Director of Technology	Director of Learning
	Deployment and departure from alternate facility	Superintendent	Principal
	Transition to primary operations	Principal	Asst. Principal
	Set up at primary or replacement site	Director of Buildings and Grounds	Head Custodian
Operations	Execution of essential functions	Principal	Asst. Principal
	Execution of non-essential functions	Director of Learning	Director of Special Education
	Establishment of communications	Superintendent	Director of Learning
	Procurement of equipment and supplies	Business Manager	Director of Learning
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent	Director of Special Education

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Safety Team		
Review list of essential functions	Safety Team		
Identify essential employees and confirm their availability	Safety Team		
Update contact information, emergency call roster, and checklists	Safety Team		
Establish assistance/cooperative agreements with suppliers and vendors	Safety Team		
Identify computer network interdependencies (such as servers connected to the district network)	Safety Team		
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Safety Team		
Other:			
Other:			
Other:			

[Appendix M1](#) is a COOP Example and [Appendix M2](#) is a COOP form (Fillable).

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergencies. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
- 4. Information Gathering: Current Needs and Concerns Goal:** To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
- 5. Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.

6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

Secure			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism
<ul style="list-style-type: none"> ● Secure the perimeter ● Lock outside doors ● Everyone inside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on secure protocols ● Educate students/staff on secure protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● Door signs removed from exterior doors ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Ensure alignment with LEOP 		<ul style="list-style-type: none"> ● Drill Practice ● List of students ready ● Have 'go bags' ready ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on entrance/exit doors ● Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in secure ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available 	

Lockdown

Potential Hazards/Threats (inside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test "out of sight"
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified

- Drill Practice (Muscle memory)
- List of students ready
- Have 'go bags' ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self-evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

Evacuate

Potential Hazards/Threats

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills
<ul style="list-style-type: none"> ● Everyone outside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on evacuate protocols ● Educate students/staff on evacuate protocols ● Disseminate parent letter ● Notify staff/students ● Assignments made for notification coverage ● PIO notification ● Scripted announcement modified to situations ● Notification from an entity about a pending community hazard off school property ● Identify Evacuation Site - backup site identified ● Ensure accessibility at all times to evacuation site ● Assigned staff for safe street crossing ● Call 911 - regardless ● Reunification with parents following SRM ● If deemed all clear, school resumes and student movement back to building ● First Aid Kit ● Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat 		<ul style="list-style-type: none"> ● Drill Practice ● List of students ready ● Have 'go bags' ready ● Review security procedures frequently ● Copy & Laminate signage ● Display SRP Posters around building ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Procedures for early dismissal due to evacuate situation ● Ensure medicine, food, etc. for medical purposes available ● Transportation plan ● Supervision of student movement to location (backup plan if teacher/staff incapacitated) ● PIO notification regarding next school day ● Ensure alignment with LEOP 	

Shelter

Potential Hazards/Threats

Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	
<ul style="list-style-type: none"> ● Everyone inside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on Shelter protocols ● Educate students/staff on Shelter protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Check local weather conditions on a regular basis ● Have protocols developed for when school is weather watch/warnings ● Regularly clean Shelter area ● Determine needs of special ed/physically challenged ● Call 911 - to inform of Sheltering ● Access to weather alert radio ● If feasible, hand held radios ● Recovery - work under ICS Structure ● Identify students that need immediate physical/emotional support 		<ul style="list-style-type: none"> ● Practice ● List of students ready ● Have 'go bags' ready ● Ensure exterior doors lock ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in Shelter ● Ensure alignment with LEOP ● All Shelter locations identified, appropriate for Hazard type ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● HVAC system turned off for chemical spill ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 	

HOLD

Situation

Auto/Bus Crashes	Suicide	K9	Staff/Student Death
Missing Student	Medical Issue		
<ul style="list-style-type: none"> ● Accountability of students/staff ● Educate parents on HOLD protocols ● Educate students/staff on HOLD protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Exterior/Interior Doors and Windows numbered ● Call 911 ● Move affected students away from line of sight of the incident 		<ul style="list-style-type: none"> ● Drill Practice ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in HOLD ● Ensure alignment with LEOP ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available 	

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)₃

Shelter is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

A. REQUIRED POLICY UPDATES

1. Policy 1101 - Use of School Facilities: Student Groups– LB 805 was amended into Section 126 of LB 705. LB 805 requires schools to allow designated youth organizations the opportunity to provide information to students at school. The update to Policy 1101 incorporates these new requirements.

2. Policy 5004 – Full-time and Part-time Enrollment & Policy 5103 – Extracurricular Activity Discipline – LB 705 revised the part-time enrollment and extracurricular activity eligibility laws. Generally, part-time students now have more flexibility to participate in the public school district’s extracurricular activity program. The updates to 5004 and 5103 incorporate these new changes.

3. Policy 5006, Resolution, and Sample Letter – Sections 55 through 57 of LB 705 revamp Nebraska’s option enrollment laws for special education students. Under these new laws, a District generally cannot declare its entire special education program to be at capacity. Instead, a District must review and assess an option student’s needs on a case-by-case basis and make an individualized determination of whether the District has the capacity to provide the needed services or accommodations to that student. The updates to Policy 5006, the Capacity Resolution, and Sample Letter reflect these updates. Boards should plan to include these new changes when reviewing and approving the capacity resolutions for option students. LB 705 requires the Resolution be adopted by October 15th of each school year. In addition, two main areas of Policy 5006 are highlighted to draw attention to optional parts of the Policy. If your Board wants to keep or alter one (or neither) optional provision, you can remove or alter the other (or both) optional provisions.

4. Policy 5101 – Student Discipline – LB 705 includes a number of significant changes to Nebraska’s Student Discipline Act, including:

- A. No pre-kindergarten through second grade student may be suspended from school, unless they bring a deadly weapon to school, in a school vehicle, or to a school activity;
- B. Students cannot be compelled to attend an alternative education program to complete homework or coursework;
- C. Shorter timeframes for the administration’s investigation of alleged student misconduct; and
- D. Significant changes to the expulsion/long-term appeal process (which does not need to be in formal board policy but will require administrators to learn these new rules for the 2023-2024 school year).

5. Policy 5102 – Alternative Education – LB 705 revised the alternative education requirements for expelled students. The update to Policy 5102 incorporates these new changes.

6. Policy 5205 – Graduation – Prior to this session, the Legislature enacted LB 452 and LB 1112 that required financial literacy coursework prior to a student’s graduation. These requirements become effective during the 2023-2024 school year, so Policy 5025 has been updated to reflect the new financial literacy requirement.

7. Policy 6212 – Assessments—Academic Content Standards – The State Board of Education has updated Language Arts and Mathematics content standards. The updated Policy reflects the accurate dates of the new content standards.

8. Policy 6215 – Collection of Information Relating to Dyslexia– This session, LB 298 was signed into law. LB 298 requires public school districts to submit information about student dyslexia to NDE. NDE will collect that data and provide a report to the Legislature about dyslexia in public schools. This data must be provided to NDE by July 1st each year. To ensure that the Board complies with this new reporting requirement, we have added Policy 5602.

9. Policy 6284 - Initiations, Hazing, Secret Clubs and Outside Organizations – LB 705 (via LB 805) repealed Neb. Rev. Stat. § 79-2,103. This statutory reference has been removed from Policy 6284.

10. Policy 6600 – Special Education – There are several updates to the general special education policy to conform with recent developments and interpretations about special education law and a public school’s obligations.

11. Policy 6700 – Firearm Policy – LB 77 was one of the first bills signed into law this session. LB 77 expanded conceal carry rights but still prohibits concealed firearms on school grounds. The update to Policy 6700 clarifies that concealed firearms cannot lawfully be possessed on school grounds, with limited exceptions. Schools may (but are not legally required to) also choose to post notices at school to alert members of the public that concealed firearms are not permitted on school property.

12. Policy 6921 – Seizure Safe Schools – Last year, LB 639 required schools to develop plans for students with seizure disorders. This past 2022-2023 school year has resulted in confusion about who needs to be trained and how staff need to comply with the law. To ensure the Board is in compliance with the Seizure Safe Schools Act, we recommend adopting Policy 6921.

13. Policy 6930 – Behavioral Points of Contact – Last year, LB 852 passed to require schools to designate behavioral points of contact. To ensure compliance with this law, Policy 6930 confirms the District’s obligations in policy. In addition, Section 4 of LB 705 from this session slightly modifies these requirements. Note that LB 705 also requires behavioral

awareness points of contact are required to be listed on the school's website and in the student handbook.

14. Policy 8130 – Annual Organizational Meeting – Neb. Rev. Stat. §§ 576, 577, and 578 require the Board to appoint a secretary. These statutes also identify the secretary's duties and responsibilities. In some districts, the appointment of the board secretary has differed from the appointment of the recording secretary (the person who takes notes). To avoid this confusion, we have clarified this potential distinction in Policy 8130.

Optional Policy Added:

15. Policy 5602 – Naloxone – Some schools have begun storing Naloxone (Narcan) in their school buildings. A sample policy is provided if your Board would like to formally approve allowing Naloxone in schools.

Community RelationsUse of School Facilities: Student Groups

1. Access by Youth Organizations. The District will allow, upon request, a representative of a recognized youth organization to provide: (1) oral or written information to students regarding the youth organization and how such youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship; and (2) services and activities to any student who is a member of such youth organization. A “recognized youth organization” is limited to those group listed in 36 U.S.C. Subtitle II, Part B. Each requesting youth organization will be permitted to provide information at school at least once during each school year. The administration will make a good faith effort to find a mutually agreeable date, time, and location for each requesting youth organization, though the administration shall have the ultimate authority to select the date, time, and location for any requesting youth organization. Under no circumstances will any requesting youth organization be permitted to provide oral information to students during instructional time, unless previously approved by the Superintendent or Superintendent’s designee. Every representative from a requesting youth organization must submit to, at the organization’s cost, a background check. The Superintendent or Superintendent’s designee may refuse to allow an individual to be on school grounds if the individual’s background check discloses a prior felony conviction or if, in the Superintendent’s discretion, the background check otherwise reveals concerns about student safety. Nothing in this Paragraph preempts or undermines any provision of the District’s Parental Involvement Policy.

2. Equal Access to Student Groups. In the event any of the secondary schools (grades 6-12) have a limited open forum as defined in the Equal Access Act, such school(s) shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. A limited open forum for this purpose exists if the secondary school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during noninstructional time.

All such student meetings at school are subject to the following requirements:

- a. the meeting must be voluntary and student-initiated;
- b. there must be no sponsorship of the meeting by the school or its agents or employees;
- c. employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- d. the meeting must not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e. non-school persons may not direct, conduct, control, or regularly attend activities of the student group.

The administration shall in all respects maintain the District in compliance with the Equal Access Act.

3. Equal Access to Outside Groups Meeting at School. If the District provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours, the District shall make that opportunity available to other similarly situated groups. The administration shall in all respects maintain the District in compliance with the Equal Access Act.

Legal Reference: 20 U.S.C. Section 4071-4074 (Equal Access Act)
20 U.S.C. Sec. 7905 (Boy Scouts of America Equal Access Act) & 34
CFR Part 108
LB 705, § 126.

Date of Adoption: [Insert Date]

StudentsFull-time and Part-time EnrollmentFull-time Enrollment

Students must be enrolled in [Name] Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes ~~shall will not ordinarily~~ not be available for non-public school students. ~~The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.~~
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. ~~Essential versus Non-Essential Elective~~ Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, ~~Non-public school students may select their courses. are not permitted to enroll in essential courses. Essential courses~~

~~are those which are required to be offered by the student's private, denominational, parochial or home school. For non-public school students attending an approved school, essential courses are: language arts, social studies, science, mathematics, vocational education, foreign language, visual and performing arts, and personal health and physical fitness. For non-public school students attending an exempt school, essential courses consist of a sequential program of instruction designed to lead to basic skills in the language arts, mathematics, science, social studies, and health. A non-public school student will not be precluded by this provision from enrolling in non-essential elective courses.~~

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times

required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.

7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, ~~unless otherwise required by law~~. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
9. Extracurricular Activities. ~~Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in any semester. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities.~~ Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
 LB 705, § 75
 Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

StudentsOption EnrollmentA. Process and Time Lines to Option In

For a student to attend [Name] Public Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the [Name] Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

Provisions for Waiver of Application Deadline (Choose one or modify as desired):**Option 1 (Waiver unless at capacity):**

The application deadline will be waived by the School District for applications to option into the [Name] Public School District, provided that the application contains a release approval from the resident district and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

Option 2 (Limited Deadline Waiver):

The application deadline will **not** be waived by the School District for applications to option into the [Name] Public School District, except in the following circumstances:

1. **Siblings:** The application deadline will be waived where the application is for a student who is the sibling of a student attending [Name] Public Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending [Name] Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
2. **Kindergarten:** The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
3. **Release Approval:** For the foregoing exceptions, the application must contain a release approval from the resident district.

4. Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.
5. Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building ~~or in any special education programs~~ operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason. For any option application for a student that would receive or could be eligible to receive special education or related services, the Director of Special Education or designee shall conduct a case-by-case analysis to determine if the District has the capacity to provide the student with the appropriate services and accommodations.
6. Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the "projected enrollment" determinations made pursuant to paragraph D shall be replaced with the "actual enrollment" as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent's designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building ~~or the availability of appropriate special education programs~~ operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on or before the April 1st immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.
3. Previous Option Enrollment: An ~~option~~ option enrollment application shall be rejected in

the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the “one-time” rule is applicable to the student’s circumstance.

4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent’s designee, or the School District determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to those with a sibling in attendance at [Name] Public Schools, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at [Name] Public Schools, with priority within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent’s designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School District will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building ~~or in any special education programs~~ operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and ~~availability of appropriate special education programs, and~~ may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix “1” to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared. The capacity for special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee.

E. Releases for Options Out

Provisions for Release (Choose one or modify as desired):

Option 1 (Release unless Expulsion is Pending):

A request for release of a resident student of the [Name] Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

Option 2 (Release Conditions):

A request for release of a resident student of the [Name] Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted only on the following conditions:

1. Kindergarten: A release will be granted where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
2. Siblings: A release will be granted where the application would allow the student to attend the same school as a sibling, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A “sibling” for this purpose means a child who resides in the same household on a permanent basis with a student who is currently enrolled in the option district and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
3. Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent’s designee.
4. No Pending Expulsion: The deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent’s designee is hereby authorized to execute such releases on behalf of the School District and the School District, subject to subsequent ratification by the School District.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the [Name] Public School District, the Superintendent or the Superintendent’s designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the [Name] Public

School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

H. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The [Name] Public School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district. The District's policy is that the District selects which service (transportation or reimbursement) is to be provided to students.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

I. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the [Name] Public Schools and its school, programs, policies and procedures available to all

interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. Sections 79-232 to 79-246

Date of Adoption: [Insert Date]

RESOLUTION

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by **October 15th for the following school year**; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs **for the following school year**; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, member _____ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____.

The following members voted against the same: _____.

The following members were absent or not voting: _____.

The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[NAME] PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Building Capacity, Elementary			
Level I Elementary Special Education	∞	∞	∞
Level II & III Elementary Special Education	∞	∞	∞
Sixth			
Seventh			
Eighth			
Building Capacity, Middle School Attendance Center			
Level I Middle School Special Education Program	∞	∞	∞
Level II and III Middle School Special Education	∞	∞	∞
Ninth			
Tenth			
Eleventh			
Twelfth		113	

Building Capacity, Sr. High School Attendance Center			
Level I Sr. High School Special Education Program	¶	¶	¶
Level II and III Sr. High School Special Education	¶	¶	¶

* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District's Director of Special Education or designee.

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
 - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school.

The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.

- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
 3. Expulsion:
 - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
 - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if ~~no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent,~~ if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a)

interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

b.

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

evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
- h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

- 4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
 - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

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

- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
 1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.

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

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

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

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan

shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.

- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

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

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves.
 - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - g. Clothing or jewelry that is gang related.
 - h. Visible body piercing (other than ears).

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

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

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

2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

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

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

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test

- before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
 - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program

without notifying the instructor to whom the work is presented.

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

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

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

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

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

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

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not

limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
 - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
 - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

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

b. Definitions.

- (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
- (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds

during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a

relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
 2. Students in the hallway during class time must have a pass with them.
 3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
 4. Students are expected to bring all books and necessary materials to class. This includes study halls.
 5. Assignments for all classes are due as assigned by the teacher.
 6. Students are not to operate the mini-blinds or the windows.
 7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 8. Students are to be in their seats and ready for class on the tardy bell.
 9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.

10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.
The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: [Insert Date]

StudentsAlternative Education Programs or Plans For Expelled Students

In the event action is being taken to expel a student from this school district, the Administration ~~may offer the student shall select one of the following described educational options to be made available to the expelled student during the period of expulsion, to-wit: (1) An an alternative school, class, or educational program (hereinafter referred to as an "alternative program"); or (2) The development of a plan of behavior modification, educational objects, and financial resources and community programs available to meet the behavioral and educational objects, and monthly reviews to assess the student's progress toward meeting the specified goals and objects. The superintendent or superintendent's designee shall make known to the expelled student which of the alternative educational options the administration has selected for the student's expulsion. Such information shall be made known to the expelled student on or before the date the expulsion becomes effective. An expulsion becomes effective, as to a student who has been given a written notice of a recommendation to expel, on the earliest of the following dates: (1) if the student, parent, or guardian has not requested a hearing, the sixth school day following receipt of the notice of the recommendation to expel, (2) if the student has requested a hearing, the date the student, parent, or guardian receives notice of the determination of the superintendent or superintendent's designee to expel the student, or (3) such other date as may be mutually agreed by the student, parent, or guardian and the administration. An expelled student may not be required to attend the alternative program.~~

A. ALTERNATIVE EDUCATION PROGRAM:

The Superintendent or Superintendent's designee is hereby granted the authority to arrange and plan for a student's alternative educational program, based on the available resources and student's individual circumstances.

~~The approved alternative programs are: (1) community-based programs, (2) home-based programs, (3) specialized tutorial experiences, and (4) distance learning. The Board of Education may, from time to time, approve other alternative programs and may approve specific alternative programs and may enter into contracts for the provision of such specific alternative programs. To the extent that the alternative programs are to be provided on-site, the individuals responsible for providing such on-site alternative program shall hold a valid Nebraska Teaching or Administrative Certificate. To the extent that the alternative program is to be community-based or off-site, such alternative program shall be planned in cooperation with and monitored or supervised by a school district staff member who holds a Nebraska Teaching or Administrative Certificate. Alternative programs may be conducted at times other than the regular school day.¶¶~~

¶¶

~~The superintendent or superintendent's designee shall determine which alternative programs shall be made available to each specific expelled student based on a consideration of the interests of the school district and the student's educational and behavioral objectives and needs, as determined in the discretion of the superintendent or the superintendent's designee. If a parent or guardian refuses to participate or have their expelled child participate in the alternative programs made available, the district shall have no further obligation with regard to the provision of an alternative program. The superintendent or superintendent's designee shall establish a specific~~

~~date or time within which the parent or guardian shall be required to state in writing an agreement to participate in the alternative program. As a condition of participation in alternative programs which involve the payment of tuition or other similar expenses, the student, parent, or guardian may be required, as a condition of such alternative program being available, to agree in writing to pay the tuition or other similar costs for such program in the event the expelled student fails to successfully complete the program.¶~~

~~¶~~

~~The standards of student behavior and cooperation required of students in the regular programs of this school district shall also be required of expelled students throughout the entire time period of the alternative program. Additional standards may be established in each specific program and for each specific expelled student. If the expelled student fails to meet the required standards of student behavior or cooperation, the student may be further disciplined by disciplinary punishment up to and including expulsion for an additional period of time beyond that being served by the expelled student. Further, if the expelled student fails to meet any of the conditions of the learning program, the district may, by action of the superintendent or superintendent's designee, terminate the alternative program for the expelled student. A due process hearing substantially in compliance with the statutory provisions for suspension and expulsion of students shall be made available, unless waived by the parent or legal guardian.¶~~

~~¶~~

~~Upon preapproval by the superintendent or the superintendent's designee, academic credit towards graduation or advancement in grade level shall be available to students participating in alternative programs for expelled students. The academic credits to be awarded shall be equal to the same academic credit a student in the school district's regular educational program would earn for completion of a similar educational program, as determined at the discretion of the superintendent or superintendent's designee. Such academic credits shall not be earned unless the expelled student has successfully completed the conditions of the alternative program, as determined by the teacher and the superintendent or superintendent's designee. The superintendent or superintendent's designee shall determine whether or to what extent such academic credits should be assigned to subject area or other specific graduation or advancement requirements. The achievement mark (i.e., grades) assigned for such academic credits shall not be available to the advantage of the expelled student for honor roll, class rank, or other academic honors or recognition.~~

B. EDUCATION PLAN PROGRAM:

~~If the administration elects not to provide an alternative education program outlined in subparagraph A. above, or if a student declines to participate in the alternative education program, the following procedures shall be followed prior to expelling a student unless the expulsion was required by subsection (4) of the Neb. Rev. Stat. § 79-283; said procedures being as follows, to wit:~~

(1) A conference shall be called by a school administrator and held to assist the district in the development of a plan with the participation of a parent or a legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice.

(2) The plan shall be in writing and adopted by a school administrator and presented to the student and the parent or legal guardian.

(3) The plan shall:

- (a) Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided,
- (b) Identify educational objectives that must be achieved in order to receive credits toward graduation,
- (c) Specify the financial resources of the community programs available to meet both the educational and behavioral objects identified, and
- d) Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

The school district shall submit such plan on the form "Section 79-266(2) Plan" attached to this policy as Appendix "1".

Legal Reference: Neb. Rev. Stat. Sec. 79-266
 NDE Rule 17

Date of Adoption: [Insert Date] 135

SECTION 79-266(2) PLAN

Student: _____

Date and Participants: _____

(List parent or legal guardian, school representative, and community or agency representative)

(a) Guidelines and Consequences for Behaviors

The student has been recommended for expulsion for conduct as specified in correspondence and memoranda recently provided to the student and the student's parents or guardian. This conduct has had the effect of preventing the student from achieving the desired benefits from the educational opportunities provided. The student is expected to conform his conduct to the school rules for which he has been recommended for expulsion and all other established school rules. Further disciplinary measures, including possible future expulsions, can result from future violations of such behavioral guidelines and expectations.

(b) Educational Objectives

In order to graduate, the student needs to receive the credits listed in Attachment "A", subject to future modifications in graduation requirements.

(c) Financial Resources and Community Programs Available

The financial resources and community programs available to meet the educational and behavioral objectives identified in this plan include school resources (e.g., upon return from the recommended expulsion, counseling with the school counselor, and meetings with the school administration and teachers) and community organizations which assist young people (e.g., civic organizations, local college and university programs, and community college programs).

(d) Monthly Reviews & Other

During the period of the expulsion, the student shall be required to attend monthly reviews with the Principal or designee to assess the student's progress toward meeting the specified goals and objectives. The student shall be responsible for contacting the named school official to schedule the monthly meetings. (Attach separate sheet for any additional information or terms of plan).

Dated this _____ day of _____, 20____, adopted by the school administrator after a conference held to assist the district in the development of the plan with the participation of a parent or legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved in juvenile justice, and presented to the student and parent or legal guardian at the conference prior to the student being expelled in accordance with law.

Adopted by _____
[Administrator]

Attachments: Attachment "A" (academic credits needed to graduate or other, if applicable)

Students

Graduation

To participate in commencement exercises or receive a [Name] Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from [Name] Public Schools must accumulate 220 hours. The total graduation requirements must include the following core curriculum:

English	40	Semester Hours
Science	20	Semester Hours
Math	20	Semester Hours
Social Studies	30	Semester Hours
(American History and American Government and one other Social Studies course)		
Physical Education	10	Semester Hours
Speech I	5	Semester Hours
Required	125	Semester Hours
Electives	95	Semester Hours

In addition, every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation.



Legal Reference: Neb. Rev. Stat. Sec. 79-729
 Neb. Rev. Stat. Sec. 79-3003
 NDE Rule 10

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

Language Arts standards that were adopted by the State Board in September, ~~2014~~2021;
Mathematics standards that were approved by the State Board in September, ~~2015~~2022;
Science standards that were adopted by the State Board in September, 2017; and
Social Studies standards that were adopted by the State Board in November, 2019.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. Sections 79-760 to 79-760.05

Date of Adoption: [Insert Date]

StudentsCollection of Information Relating to Dyslexia

The District will collect and maintain the following information relating to dyslexia during each school year:

- (1) Testing for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (2) The number of students identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act and Policy 6213;
- (3) The number of students identified in Paragraph (2) that have shown growth on the measure used to identify the reading issue; and
- (4) All other data required by law and/or the District's special education obligations.

By July 1st of each year, the District will provide the Nebraska State Department of Education with information collected about dyslexia, as requested by the Department.

Any student or parent/guardian with questions or concerns about dyslexia are encouraged to contact the District's Director of Special Education.

Legal Reference: LB 298 (2023)

Date of Adoption: [Insert Date]

InstructionInitiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. Sections 79-2,101 to 79-2,~~102~~102
 Student Discipline Act, Neb. Rev. Stat. Sections 79-254 to
 79-296
 Neb. Rev. Stat. Sections 28-311.06 to 28-311.07

Date of Adoption: [Insert Date]

InstructionSpecial Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities, **through the age of twenty-one**, have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and

will publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, *through the age of twenty-one*, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from

the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the “Least Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. ~~for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the~~ The school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. ~~as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations.~~ Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student’s IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student’s disability, any change of placement for the student will only be made by a student’s IEP team. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those

children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Accessibility of IEP and Responsibility to Implement

A child's IEP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the IEP's implementation. Each of the aforementioned providers shall be informed of his or her specific responsibilities related to implementing the child's IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. All providers who are responsible for the implementation of a child's IEP are expected to implement the child's IEP according to its terms.

16. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

17. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

18. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

19. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

20. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

21. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

22. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

23. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Instruction

Firearm Policy

It shall be the policy of the [Name] Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, **including concealed firearms**, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or reserve officers training corp, peace officers, off duty cops, or other duly authorized law enforcement officers when on duty or training or when contracted by a school to provide school security or school event contract services. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by a non-student adult when the firearm is not loaded, is encased, and is either in a locked firearm rack that is on a motor vehicle or is in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied or otherwise fastened with no part of a firearm exposed.

Any unlawful use or possession of a firearm, **including concealed firearms**, as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04

Date of Adoption: [Insert Date]

InstructionSeizure Safe Schools

Each school building will have a “seizure action plan” if the following criteria are met: (1) at least one student in that building has been identified as having a seizure disorder; and (2) that student’s parent or guardian and health care provider have worked with the school to develop a seizure action plan.

Every building with a seizure action plan will have at least one employee who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms.

In accordance with state law, except in the case of an emergency, prior to the administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms by a school employee, a student's parent or guardian must:

1. Provide the school with a written authorization to administer the medication at school;
2. Provide a written statement from the student's health care practitioner containing the following information:
 - a. The student's name;
 - b. The name and purpose of the medication;
 - c. The prescribed dosage;
 - d. The route of administration;
 - e. The frequency that the medication may be administered; and
 - f. The circumstances under which the medication may be administered.
3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and
4. Collaborate with school employees to create a seizure action plan.

If permitted by the student's seizure action plan, a student shall be allowed to possess the supplies, equipment, and medication necessary to treat a seizure disorder in accordance with such seizure action plan.

Any authorization provided by a parent or guardian shall be effective only for the school year in which it is provided and shall be renewed each following school year.

Legal Reference: Neb. Statute 79-3201 to 3207

Date of Adoption: [Insert Date]

InstructionBehavioral Points of Contact

The Superintendent is delegated the authority to designate one or more behavioral awareness and health points of contact for each school building in the District. The behavioral awareness and health point of contact may be an administrator, nurse, psychologist, or another appropriate staff member. Each behavioral awareness and health point of contact will be trained in behavioral awareness and health and have knowledge of community service providers and other resources that are available for the students and families in the District. The District will maintain or have access to a registry of local mental health and counseling resources for students and parents.

The points of contact will be listed on the District's website and in the student handbook.

The Superintendent shall report the designated behavioral awareness and health points of contact to the Nebraska State Department of Education each year when requested by the Department.

In addition, all District employees who interact with students, as determined by the Superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The Superintendent or designee shall be responsible for coordinating this training.

Legal Reference: Neb. Rev. Stat. § 79-11,159
LB 705, § 4 (2023)

Date of Adoption: [Insert Date]

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for meeting should be as follows:

1. Call to Order and Roll Call
2. Oath of office for most recently elected
3. Elections
 - a. President

- b. Vice President
 - c. Treasurer
 - d. Secretary
4. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to elect Recording Secretary ~~of~~ the BOE
 - b. Consider, discuss and take action to select Legal counsel
 - c. Consider, discuss and take action to elect Committees as determined by the BOE
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to select District newspaper(s) of record
 5. Approval of current Board policies and regulations
 6. Designate date for the annual review of BOE policies
 7. Dissemination to each Board member of conflict of interest statutes
 8. Adjournment

Date of Adoption: [Insert Date]

StudentsNaloxone in School

The Board hereby permits the storage, administration, and implementation of naloxone (also known as Narcan) in school, so long as such storage, administration, and implementation complies with all legal requirements and the best interests of student health.

The Superintendent is hereby delegated the authority to develop rules and regulations to handle and administer naloxone in the event of a suspect opioid overdose, or in other emergency situations that require prompt attention.

Legal Reference: Neb. Rev. Stat. § 28-470

Date of Adoption: [Insert Date]