

Committee of the Whole
Thursday, January 29, 2026 5:30 PM
Lake Maloney Elementary
848 East Correction Line Rd
North Platte, NE 69101

1. **Call to Order**
2. **Posting of the Open Meetings Act**
3. **Roll Call**
4. **Approval of Publication**
5. **Approval of Agenda**
6. **Pledge of Allegiance**
7. **Board Engagement**
8. **Public Comment**
9. **Agenda**
 - 9.1. Lake Maloney Update
 - 9.2. Staffing Update
 - 9.3. Strategic Plan Update
 - 9.4. Americanism Report
 - 9.5. Financial Literacy Report and Computer Science and Technology Report
 - 9.6. Discussion to move the date of the February Committee of the Whole meeting
 - 9.7. 5000 Policy Review
 - 9.8. Board discussion regarding electronic records access, Google Vault use, and Policy 3023
 - 9.9. Board discussion regarding Legal Matters

9.10. Discuss, consider, and possibly take action on hiring a search firm

10. Adjournment



2009 Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

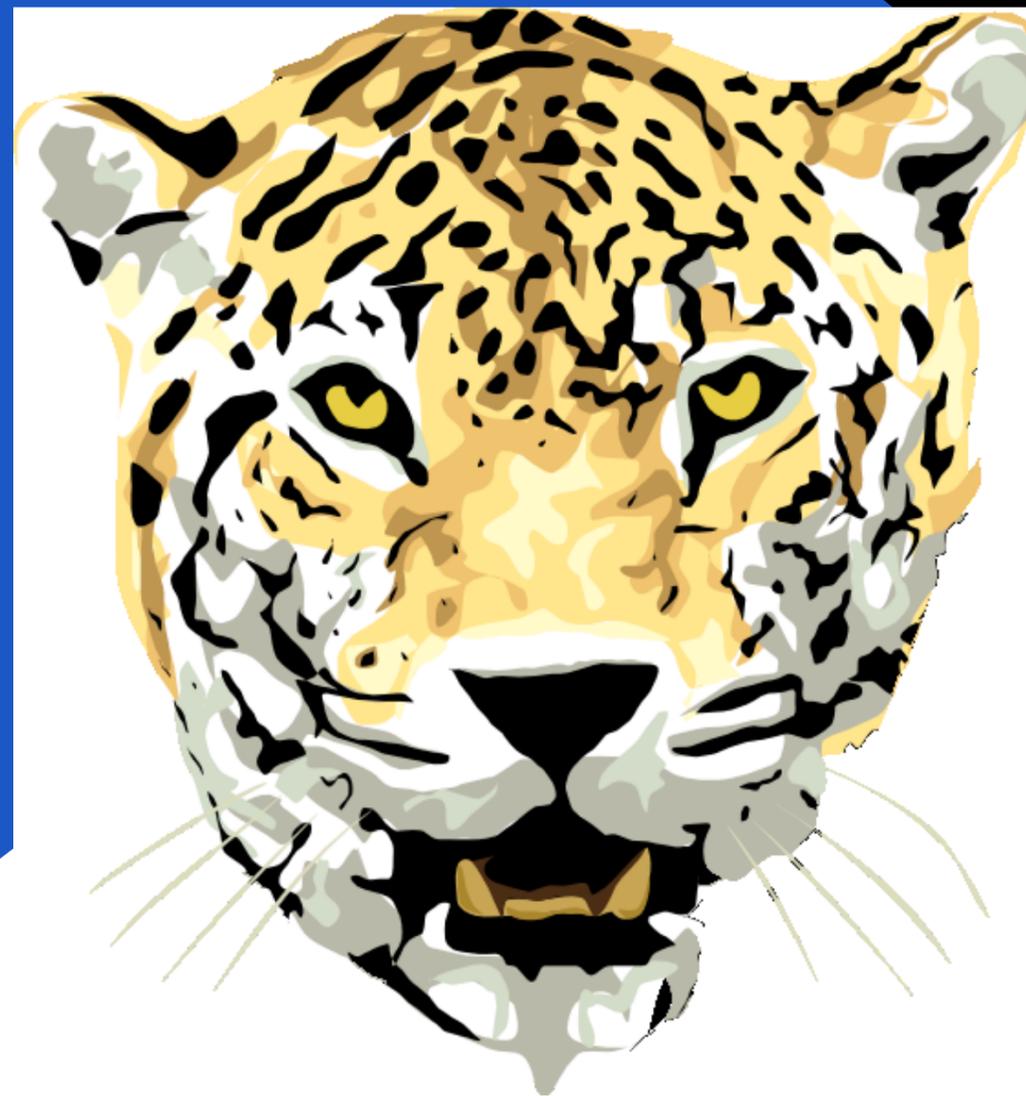
Adopted on: October 12, 2020

Reviewed on: June 27, 2024

Revised on: July 8, 2024

Lake Elementary

2025-2026





Introductions

Building Goals

Hello!

Introductions

Guided Coalition

Ashley Bailey

Pam Tillman

Missy Hopping

Lori Keck

Reading

By the end of the 2025–2026 school year, at least 80% of K–2 students will meet or exceed their individual DIBELS growth goals, demonstrating progress toward grade-level reading proficiency.

- By the end of the 2025–2026 school year, 75% of students in grades 3–5 will score proficient or above on the NSCAS Reading assessment.
- To reach this overall goal, 3rd grade will need to achieve at least 80% proficiency on the NSCAS Reading assessment.
- To reach this overall goal, 4th grade will need to achieve at least 67% proficiency on the NSCAS Reading assessment.
- To reach this overall goal, 5th grade will need to achieve at least 80% proficiency on the NSCAS Reading assessment.

Math

By the end of the 2025–2026 school year, 90% of K–2 students will show mastery of identified Math Guaranteed Standards.

- By the end of the 2025–2026 school year, 80% of students in grades 3–5 will score proficient or above on the NSCAS Math assessment.
- To reach this overall goal, 3rd grade will need to achieve at least 80% proficiency on the NSCAS Math assessment.
- To reach this overall goal, 4th grade will need to achieve at least 74% proficiency on the NSCAS Math assessment.
- To reach this overall goal, 5th grade will need to achieve at least 85% proficiency on the NSCAS Math assessment.

Action Steps

- The organization of I/E will be student-centered, skill-based, and consistent with collaboration between grades since we are single track.
- 3-5 utilizing the Table of Specifications to prioritize the essential standards in preparation for NSCAS.
- Utilize our Guaranteed Standards
 - Quarterly Assessments (1-5)
 - Module Assessments (Kindergarten)
- Implement reinforcement systems for students who show growth/proficiency on assessments.

Behavior

In 2025 - 2026 we will reduce incidents of physical aggression and decrease defiance quarterly.

- **A reduction in referrals through targeted supports for the same 10 students who are consistently exhibiting behavioral challenges.**

ACTIONS TO COME 2nd semester:

- Implement Boys Town practices
- Mindful Monday/ Stop Everything & Read
- Extra mini lessons on Zones of Regulations taught by the counselor
- Small Group Interventions Started by Counselor in Jan

The school will reduce physical aggression from 30% of overall behaviors to 25%.

Attendance

By the end of the 25-26, we will decrease the number of students missing 5-10 days compared to last year's data, which was 34 students.

- Grade level celebrations for top attendance.
- Perfect Attendance awards
- Monthly Attendance Celebrations
- Social Media Information with Attendance stats
- Collaborative Plans for students who are at risk of being chronically absent

At the end of Q2 we are at 6 students who have missed 5 to 10 days of school



The background features a diagonal split between black and white, with a blue triangle in the bottom-left corner. The black area is decorated with red and yellow stars and streaks. The word "WOW" is written in a large, bold, black, hand-drawn font in the upper right.

WOW

- MAP Reading Percentiles for Winter
 - 3rd → 85th 4th → 80th 5th → 90th
- 80% of our students MOY met their color goal in Dibels
- 85% of students have missed less than 5 days of school

Thank you!

NPPS

STRATEGIC PLAN



MISSION

North Platte Public Schools is a destination school district and community that embraces innovative opportunities and distinguished programs to create highly competitive advantages for all students, instilling the Canteen Spirit in an evolving world.

The Canteen Spirit embodies generosity, selflessness, and unwavering support through

- Service
- Pride
- Collaboration
- Grit

NPPS STRATEGIC PLAN

STRATEGIES

STRATEGY 1

We will increase the academic success of students and the efficacy of staff.

STRATEGY 2

We will maximize current staff skills and expertise while being resourceful and innovative in recruiting new staff.

STRATEGY 3

We will embrace and capitalize on the growth and change within our district and community

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

1. Strengthen Professional Learning Communities (PLCs) within collaborative teams to regularly discuss student achievement.
 - Collaborative teams are focusing on IE time and using data sources such as DIBELS, formative, and summative assessments to intentionally build instructional groups that meet students' learning needs.
 - CIP team work continues to provide a structured opportunity for staff to analyze data and identify strategies that support student growth across content areas.
 - Building level site plans align with PLC priorities to ensure that building-level goals directly reflect district expectations for improving student achievement.
 - Staff efficacy is being strengthened through consistent use of data and shared accountability to ensure all team members are actively engaged in improving student outcomes.
 - Principals are modeling the use of data to guide instructional decision-making and demonstrate best practices in collaborative problem-solving.
 - Middle school teams are leveraging the middle school teaming model to enhance collaboration, strengthen communication, and ensure that student learning is discussed and addressed regularly.
 - Staff remain committed to using Wednesday collaboration time purposefully, ensuring that discussions during PLCs are focused on student learning and actionable next steps.
 - Vertical alignment across grade levels is being emphasized to ensure continuity in instruction and consistent expectations for student learning.
 - The English Learner (EL) program is now more fully embedded within the PLC framework, allowing EL staff to collaborate within building-level teams to support student achievement. This is occurring at our EL Program sites: NPHS, Adams, Madison, Eisenhower, Jefferson, Washington.
 - Building-level structured agendas are used to guide PLC meetings, maintaining a clear focus on student proficiency levels related to guaranteed and essential standards.
 - Walkthroughs are increasingly focused on IE time and the co-teaching model, while the mentoring program supports peer teacher observations to promote professional growth and collaborative learning.

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

2. Establish high expectations and clear goals for student achievement by prioritizing essential standards within our guaranteed and viable curriculum. (e.g. unit guides, lesson plans, common formative and summative assessments).

- Teams are ensuring that guaranteed standards are clearly identified and that assessments are accurately measuring the appropriate skills aligned to those standards.
- Summer curriculum writing has focused on setting high expectations, establishing clear goals for student learning, and prioritizing essential standards across grade levels and content areas.
- The Lifeskills PLC has collaboratively developed extended indicators during team meetings to ensure that all students, including those with unique learning needs, are supported in achieving essential outcomes.
- The district's Comprehensive MTSS Handbook outlines Tier 1, 2, and 3 supports along with approved interventions and enrichment opportunities to ensure consistency and clarity in addressing varied student needs.
- Staff efficacy continues to grow as educators collaboratively analyze data and work together to align instructional practices with district-wide expectations for high levels of student achievement.
- Teams are identifying and implementing enrichment opportunities that extend learning for students who have already demonstrated proficiency in essential standards.

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

3. Maximize the use of district adopted high quality instructional materials that challenge students to think critically and deepen their understanding of essential grade level knowledge and skills.

- Teachers are intentionally utilizing district-adopted curriculum and instructional resources to ensure consistency and rigor across classrooms.
- Teams are identifying and leveraging available instructional resources to provide a balanced learning experience rather than relying too heavily on computer-based activities.
- Educators are continually refining their teaching practices to enhance student engagement, promote critical thinking, and deepen understanding of essential grade-level concepts.
- The ICU “grading cleanse” initiative supports this work by reinforcing the focus on mastery of learning rather than task completion, ensuring that instructional practices align with high-quality standards and materials.

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

4. Train staff on interpreting and applying data to guide instructional decisions to maximize student growth.

- Teachers are documenting and discussing the specific types of reteaching being implemented to ensure instructional adjustments are purposeful and data-driven.
- Collaborative teams are using data from DIBELS, formative, and summative assessments during IE time to strategically build instructional groups that target student needs.
- Staff efficacy continues to grow as teachers collectively analyze data and commit to using it to inform instruction and improve learning outcomes for all students.
- Principals are modeling effective data use by demonstrating how to interpret results and apply findings to guide instructional planning and decision-making.
- The ICU process has provided teachers with a system to track students who are not yet meeting standards, ensuring that intervention efforts are timely and focused.
- At the high school level, teachers use a shared calendar to schedule designated reteach days, promoting consistency and accountability across classrooms.
- Teachers intentionally document reteaching plans in their planbooks, using color coding and highlighting to make instructional adjustments visible and organized.
- Middle school teams have developed a structured process for planning with their teaching partners, ensuring reteaching and data analysis occur regularly and collaboratively.
- Wednesday collaboration time is planned in advance, allowing teachers to review the most current data and make informed decisions about instruction and intervention

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

5. Design building level schedules and academic calendars that support PLCs to guarantee a focus on learning for students.

- The district calendar has been structured to support the PLC framework, ensuring that collaborative team time is prioritized across all buildings.
- Schedule adjustments have been implemented to allow co-teaching structures to occur more frequently, promoting collaboration between general education and specialized staff.
- At NPHS, SPED staff have a discretionary planning period built into the schedule, enabling them to collaborate with content teachers to effectively co-teach and support student learning.
- Staff remain committed to using Wednesday collaboration time purposefully, ensuring that PLC meetings focus on analyzing data, discussing student progress, and planning targeted instruction.

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

6. Facilitate peer teacher observations to observe each other's classes and offer constructive, actionable feedback to support professional growth and collaborative learning.

- Walkthroughs are increasingly focused on IE time, allowing teachers to observe how instructional strategies are implemented and how student needs are addressed in real time.
- Teachers participate in walkthroughs that incorporate the co-teaching model, providing opportunities to see collaborative instructional practices in action.
- The district mentoring program supports peer teacher observations, ensuring that educators receive structured feedback and guidance for continuous professional growth.
- Staff are actively refining their teaching practices based on observations and feedback, using insights gained from peer observations to improve instruction and enhance student learning outcomes.

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

7. Evaluate student academic performance data annually.

In progress...

ACTION PLAN

1.1

STRENGTHEN OUR PROFESSIONAL LEARNING COMMUNITIES FRAMEWORK TO IMPROVE ACADEMIC ACHIEVEMENT FOR STUDENTS AND PROFESSIONAL EFFICACY FOR STAFF.

8. Evaluate staff professional growth and efficacy data annually.

In progress...

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

1. Build community and culture at the district and building level through a variety of activities (e.g. similar interest survey, culture club, staff gatherings).
 - Social committees/Culture Clubs at each building host teacher gatherings, events such as potlucks, cookoffs, and staff appreciation days that provide opportunities for staff to connect and build relationships as well as promote a sense of belonging.
 - Team-building activities align with culture goals at both district and building levels.
 - Book studies, such as *Finding Your Balance*, foster discussion on balance and well-being with administrators.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

2. Seek teacher input to inform future professional development that maximizes staff skills and expertise.

- Surveys are administered to gather teacher feedback on what professional learning worked well and what could improve.
- Guiding Coalitions have been created at both the district and at each building, which provide structured feedback loops for ongoing improvement.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

3. Expand the “stay survey” implementation to better utilize data to promote staff retention.

- NPPS has developed a more robust Stay Survey to collect actionable staff feedback.
- Data from stay surveys is reviewed to identify trends and inform retention strategies.
- Back-to-school and policy (e.g., dress code) surveys complement stay survey insights to guide improvement efforts.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

4. Strengthen mentorship programs for paraeducators, teachers, and administrators to guide their professional practice and personal growth.

- Certified and classified mentorship programs are in place to support new hires.
- Mentor support extends to teachers completing alternative certification programs.
- Mentee and mentor relationships are cultivated to provide ongoing guidance and encouragement.
- The Administrative Council supports leadership mentorship and collaboration across buildings.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

5. Provide pathways for leadership and advancement (e.g. Leadership Academy).

- The para-to-teacher program provides career advancement opportunities within the district.
- Administrative Council offers leadership development for aspiring and current administrators.
- Leadership pathways help identify and cultivate internal talent, supporting succession planning.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

6. Evaluate and refine current practices for onboarding and induction activities for certified and classified staff.

- A week-long onboarding session in July has been implemented for new hires.
- New hires start four days before all staff to receive additional training.
- Flexible onboarding options allow new staff to join at varying times throughout the year.
- Mentorship and culture-building support are integrated into the induction process.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

7. Acknowledge and celebrate individual and group achievements (e.g. staff recognition programs, social media posts, media stories, All Star Bulldogs).

- Weekly staff shout-outs appear in building and district newsletters.
- Staff of the Month recognitions highlight both certified and classified employees.
- “Bucket Filler” weekly awards promote positivity and recognition among staff.
- Bulldog All-Star program, Employee of the Month, and Board of Education recognitions honor exemplary staff.
- Social media and newsletters feature staff achievements and special events.
- Pride Cards are used to recognize both staff and students for positive actions.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

8. Explore flexible work arrangements that support staff well-being and work-life balance.

- Discretionary and floating days offer flexibility for staff schedules.
- Flex days and clear boundaries for after-hours communication promote balance.
- *Finding Your Balance* book study (AdCo) emphasizes well-being and sustainable work practices.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

9. Provide professional learning on building and growing culture in schools for leaders.

- Ongoing partnership with Solution Tree supports leadership development around culture.
- Leadership coaching with Josh Ray provides targeted professional growth for administrators.
- Guiding Coalitions engage in structured work on culture, collaboration, and improvement.

ACTION PLAN

2.1

MAXIMIZE RETENTION OF HIGH-QUALITY PERSONNEL.

10. Annually utilize staff retention and staff climate data to evaluate staff retention success.

- Climate survey data is reviewed annually to assess staff satisfaction and culture trends.
- Stay Survey and retention data are analyzed to identify strengths and areas for growth.
- Current trend data reflects a decrease in staff resignations, indicating positive progress.

THANK YOU

#NPPSCANTEENSPIRIT



NORTH PLATTE PUBLIC SCHOOLS

**NPPSD American Civics Compliance Update (per §79-724) Board of Education Update
June 2025 - Board of Education American Civics Public Hearing
January 2026 - Committee on American Civics**

79-724. Committee on American civics; created; duties; school board, State Board of Education, and superintendent; duties.

It is the responsibility of society to ensure that youth are given the opportunity to become competent, responsible, patriotic, and civil citizens to ensure a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be knowledgeable of our nation's history, government, geography, and economic system. The youth in our state should be committed to the ideals and values of our country's democracy and the constitutional republic established by the people. Schools should help prepare our youth to make informed and reasoned decisions for the public good. Civic competence is necessary to sustain and improve our democratic way of life and must be taught in all public, private, denominational, and parochial schools. A central role of schools is to impart civic knowledge and skills that help our youth to see the relevance of a civic dimension for their lives. Students should be made fully aware of the liberties, opportunities, and advantages we possess and the sacrifices and struggles of those through whose efforts these benefits were gained. Since young people are most susceptible to the acceptance of principles and doctrines that will influence them throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the youth of our state have the opportunity to become competent, responsible, patriotic, and civil American citizens.

(1) The school board of each school district shall, at the beginning of each calendar year, appoint from its members a committee of three (**Angela Blaesi, JoAnn Lundgreen, Cindy O'Connor**), to be known as the committee on American civics, which shall:

- (a) Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
(**June 2025-Public Hearing/January 2026-Public Meeting**)
- (b) Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
(**Conducted by full Board; reflected in Board meeting minutes**)
- (c) Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;

North Platte Public Schools K-12 social studies curriculum aligns to the Nebraska Social Studies Standards adopted by the Nebraska State Board of Education on November 8, 2019.

K-5 Social Studies: Grade level standards are identified within units of study utilizing high quality materials and resources. K-5 courses utilize *My World, The World Around Me, Connecting Communities, Our Community, Nebraska Studies, and Our Nation by Studies Weekly.*

6-8 Social Studies: Grade level standards are identified within units of study utilizing high quality materials and resources. 6-8 courses utilize *My World Interactive by Savvas.*

9-12 Social Studies: Grade level standards are identified within units of study utilizing high quality materials and resources. 9-12 courses utilize *Economics by Savvas, Building Citizenship by McGraw Hill, US History by Savvas, World History & Geography by McGraw Hill, United States Government: Our Democracy by McGraw Hill, Sociology & You by McGraw Hill, Understanding Psychology by McGraw Hill*

(d) Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;

All content for K-12 social studies courses is outlined in grade level unit guides. The unit guide template outlines the standards, the assessments, and the pacing guide for that unit of study.

(e) Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;

Information is made available to the public regarding resources utilized for social studies upon request. All new, future purchases will be made available to the public upon request.

(f) Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;

All K-12 formative assessments and summative assessments are noted on the unit guides.

(g) Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:

NPPSD endorses option (i):

(i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student.

(ii) Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates discusses the personal learning experience of such student related to such attendance or participation; or

(iii) Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in subdivision (6) of this section or on a topic related to such person or persons or event; and

(h) Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

All information is shared with BOE during the 2 yearly public meetings.

(2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.

All social studies courses and content taught are guided by the Nebraska Social Studies standards which are outlined in four disciplines of Civics, Economics, Geography, and History. Within these four disciplines, the standards are grouped by big ideas which connect student learning to concepts, themes, or issues that provide meaning and connection to aforementioned areas.

(3) All grades of all public, private, denominational, and parochial schools, **below the sixth grade**, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

(b) The historical background, memorization, and singing of patriotic songs such as the Star- Spangled Banner and America the Beautiful;

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

All NPPS K-5 classrooms have at least sixty minutes per week devoted to Social Studies instruction per the master schedule. Elementary music teachers educate students on the historical background, memorization, and singing of patriotic songs. All students start their day with the pledge of allegiance.

(3) In at least **two of the three grades from the fifth grade to the eighth grade** in all public, private, denominational, and parochial schools, time shall be set aside for the teaching of American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to:

(a) become competent, responsible, patriotic, and civil citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and

(b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

- 5th Grade: American History Foundations
- 6th Grade: World History: Early Ages
- 7th Grade: World History: Post Classical and American Colonization
- 8th Grade: American History

(4) In at least **two courses in every high school**, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79- 760.01, during which specific attention shall be given to the following matters:

(a)The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;

(b)The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;

(c)The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests; and

(d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

The following social studies courses are offered at North Platte High School of which the aforementioned matters are addressed:

- Civics & Economics [2 terms/Freshman year]
- World History [2 terms/Sophomore year]
- United States History[2 terms/Junior year]
- Advanced United States History: American History I to 1877 and American History II since 1877 [2 terms/Junior year/may be taken for dual credit]
- American Government [1 term/Senior year]
- Advanced American Government [1 term/Senior year/may be taken for dual credit]
- American Pop Culture [1 term]
- American Civilization [1 term]
- International Relations [1 term/Senior year/may be taken for dual credit]
- Sociology [1 term]
- Psychology [1 term]

(5) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session.

K-12 buildings recognize and document activities honoring all aforementioned holidays on an annual basis.

(6) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section. Neglect thereof by any employee may be considered a cause for dismissal.



**NPPSD Financial Literacy Report
and
NPPSD Computer Science & Technology Report**

Nebraska Department of Education [Informational Link](#) for the Financial Literacy Act.

Nebraska Revised Statute [79-3001](#) to [79-3004](#), otherwise known as the ***Financial Literacy Act***, outlines the requirements for instruction in financial literacy.

- The [graduation requirement for the Financial Literacy Act](#) is required for all public schools.
- The class of 2024 in public schools must complete a course in personal finance or financial literacy as defined by Nebraska State Statute [79-3002](#) or personal finance as a [graduation requirement](#).
- [Financial literacy instruction in grades K-8](#) applies only to public schools and must be included in the instructional programs of elementary and middle schools as appropriate.
- Each school district shall provide a [financial literacy status report](#) annually to its local board of education.
- The board shall also adopt measurable academic content standards for financial literacy as part of the social studies standards.



Financial Literacy in the Elementary Grades:

Financial literacy instruction is required to be included within the instructional program at the elementary level.

Economic Decision Making & Financial Literacy Standards in the Social Studies Curriculum

UNIT ECONOMICS WEEK 22

Needs and Wants

My World

10 Studies Weekly NEAR AND FAR



Needs

A **need** is something you have to have to stay alive. Food and water are needs. Clothing is a need. A place to live is a need.

Wants

A **want** is something you would like to have. We can live without wants. A new bike is a want. A new game is a want.

UNIT ECONOMICS WEEK 26

Spending and Saving

The World Around Me

1 Studies Weekly YESTERDAY AND TODAY



Earning Money

Most people work at a job to earn money. We use our money to buy goods and services.



UNIT ECONOMICS WEEK 25

Economic Principles

Connecting Communities

2 Studies Weekly EXPANSIVE HORIZONS



Supply and Demand

The price of a good or service depends on two things. First, it depends on how much of it there is for people to buy. That's called **supply**. Next, it depends on how many people want or need it. That's called **demand**. When the supply is low and the demand is high, the price goes up. When the supply is high and the demand is low, the price goes down.

Personal Finances



Spending

People earn money to meet their basic needs. They spend part of that money to make house payments or pay rent, buy food, and pay for utilities. Transportation is another thing we pay for. Sometimes, we spend money on our health, too. We pay for doctor visits and dental appointments. After we spend money to meet our needs, we can buy things we want.

Budgeting

When we set goals for spending, saving, donating, or investing our money, when you plan a budget, you should have a balance between money you spend and money you spend. When our needs and wants change, our budgets and change, too.

Banks

You can save money at home. You can put it in a piggy bank, wallet, or money belt. You can also save money by putting it into a bank or credit union. These are called **savings accounts**. They help people set up checking or savings accounts. They may also help people invest money in a bank. The bank helps to keep your money safe and grow it. Many people use banks and credit unions to help them save money.

Saving

Many people choose to save money to buy things later. Saving is putting some money aside each time you are paid. Many families save money to buy a car or a house. Some families save money to get out of a situation. Saving money requires patience and time. Many people save money in a savings account at a bank.



UNIT ECONOMICS WEEK 29

Spending and Saving

Nebraska

4 Studies Weekly PAST AND PRESENT



Spending, Saving, and Investing

It is important to make good choices about how we spend our money. We should always plan for the future. We should also think about how we can save our money. If we have extra money, we should think about how we can invest it. Investing means putting our money in something that will grow over time. We can invest in stocks, bonds, or real estate. We should always think about the risks of investing. We should also think about how we can protect our money. We should always have a plan for our money. We should always think about how we can use our money to help others. We should always think about how we can make the most of our money.

INQUIRY QUESTION

How can people spend, save, or invest their income?

Financial Literacy in the Middle Grades:

Financial literacy instruction is required to be included within the instructional program at the middle school level.

Students are provided with financial literacy instruction within the following courses offered at the 8th grade level:

- *8th Grade Social Studies:* In 2019, NDE's Social Studies Middle School Standards were revised to include the domain of Economics whereby personal and business financial management were imbedded. The revision of standards included learning objectives for students in justifying and debating economic decisions made by North American Societies as well as illustrating how international trade impacts individuals, organizations, and nations.
- *Family and Consumer Science:* Students are introduced to terminology and concepts related to: money management, flow of money, how banking systems operate, connections between education, career, and lifetime earnings, concepts of credit systems, identity theft, and factors affecting consumer decisions.

Financial Literacy at NPHS:

Financial literacy instruction is required to be included within the instructional program at the high school level.

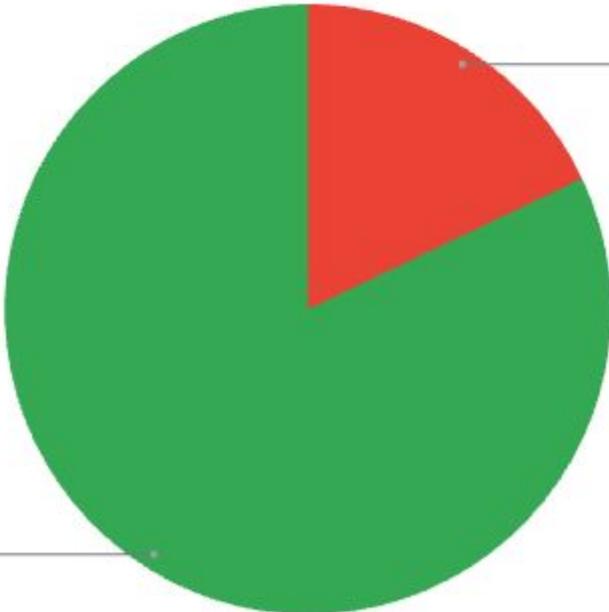
Beginning with the **graduation cohort of 2024**, at least **five of the minimum graduation credit hours** shall be a high school course in personal finance or financial literacy.

NPHS offers one course, *Personal Finance*, to meet state statutory requirements. The course description is as follows:

Personal Finance covers all of the essential personal finance topics necessary to become a financially capable adult. Topics include banking, using credit, budgeting, investing, insurance and taxes, taking responsibility for one's self, and more.

Financial Literacy Progress Cohort 2025

Requirement met



Did not meet require...
18.0%

Requirement met
82.0%

Nebraska Department of Education [Informational Link](#) for the Computer Science and Technology Education Act.

Nebraska Revised Statute [79-3301](#) to [79-3305](#), known and cited as the ***Computer Science and Technology Education Act***, outlines the requirements for instruction in computer science and technology. Additionally, [79-729](#) specifies the computer science and technology requirement for high school graduation.

By 2025-2026, each school district shall include computer science and technology education aligned to the academic content standards in the instructional program of its elementary, middle, and high schools.



Computer Science and Technology in the Elementary Grades:

Computer Science and Technology instruction is required to be included within the instructional program at the elementary level.

Students are provided with computer science and technology integrated experiences within the instruction at the elementary level:

Digital Citizenship
Responsible Use of Technology
Research using Digital Sources
Keyboarding Skills

Computer Science and Technology in the Middle Level Grades:

Computer Science and Technology instruction is required to be included within the instructional program at the middle school level.

Students are provided with computer science and technology instruction within the following courses offered at the middle school level:

- *6th Grade Computers:* Keyboarding, Digital design, Google Docs, Google Slides, Block Style Coding
- *7th Grade Intro to Business Technology:* Cyberbullying, Master Keyboarding, Compose/Create/Edit/Format Word Processing Documents, Organize/Manipulate Data in Spreadsheets, Create Digital Presentations
- *8th Grade Multimedia:* Digital Citizenship, Validity of Online Resources, Web Design, Simple HTML, Canva

Computer Science and Technology in the High School Grades:

Computer Science and Technology instruction is required to be included within the instructional program at the high school level.

Beginning with the graduation cohort of 2028 [current 10th grade], at least five of the minimum graduation credit hours shall be a high school course in Computer Science and Technology.

NPBS offers three introductory level courses within three different programs of study to meet state statutory requirements. The course descriptions are as follows:

- *Digital Media* allows students to create, design, and produce digital media including photo manipulation, video, and graphics.
- *Information Technology Applications I* explores technologies focusing on the importance of professional communication practices, document processing, spreadsheet applications, database applications, presentations, and digital citizenship.
- *Information Technology Fundamentals* develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development.

Thank
You

The text "Thank You" is written in a bright yellow, cursive, handwritten font. The words are stacked vertically, with "Thank" on top and "You" below it. The "You" has a prominent underline. Surrounding the text are several short, radiating lines of varying lengths, creating a sunburst or starburst effect. The entire graphic is centered on a plain white background.



5036 Lockers

Lockers are the property of the school district and students are permitted to use them without charge. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

Reviewed on: October 29, 2020

Adopted on: March 8, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

5037

Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. **Student Expectations in the Use of the Internet**

A. **Acceptable Use**

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. **Unacceptable Use**

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions or or mp3/mp4 sharing systems.
5. Students shall not use school computers to participate in on-line gaming during school hours unless prior approval has been granted by the teacher or supervisory.
6. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.

7. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
8. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
9. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
10. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
11. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
12. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
13. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
14. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
15. Students shall not forge electronic mail messages or web pages.
16. Users shall not engage in any form of vandalism of the technology resources.
17. Students shall not participate in cyberbullying or use of objectionable language in public or private messages. Ex. racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slander.
18. Any questions about what is considered unacceptable use, check with the classroom teacher or supervisory.

II. **Enforcement**

A. **Methods of Enforcement**

1. The district monitors all Internet communications, Internet usage and patterns



of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.

2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Children's Online Privacy Protection Act (COPPA)

- A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
- B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.



North Platte Public Schools

UNITED IN RESPECT COMMUNICATE - CONNECT - COMMIT DESTINED FOR GREATNESS

Reviewed on: February 11, 2021

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023



5039
Fundraising Activities

All fundraising activities shall require authorization by an administrator.

Reviewed on: October 29, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023



5040 Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

Reviewed on: October 29, 2020

Adopted on: April 12, 2020

Effective on: August 10, 2021

Reviewed on: November 13, 2023



5041 Student Government

Students are encouraged to formulate and participate in elective and representative student government activities. The organization, operation and scope of the student government shall be administered by the superintendent or designee.

Reviewed on: October 29, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

5042 Bulletin Boards

Bulletin boards and other electronic publishing spaces of the district may be provided for the use of students and student organizations for purposes of notifications related to student activities and student groups. The following general limitations apply to all posting or publishing:

1. All postings must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice.
3. Published material may be removed after a reasonable time.
4. Building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature.

Reviewed on: October 29, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023



5043

School-Sponsored Publications

School-sponsored student publications and electronic media productions are part of the school district's instructional program. The board of education supports the development of student communication skills through school-sponsored newspapers, annuals, magazines, and electronic media including computer, video and digital productions.

Student publications and productions must conform to all good scholastic and professional journalistic standards. The board delegates to the superintendent of schools or designee the right to prohibit dissemination of any school-sponsored publication or media production that does not conform to these standards, or which the superintendent or designee deems inappropriate for the school environment.

Reviewed on: October 29, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

5044

**Safe Pupil Transportation Plan
and**

Pupil Transportation Vehicle Driver Satisfactory Driving Criteria

It is the goal of the school district to provide safe, comfortable and reliable transportation for bus-riding school children.

1. Emergency Procedures

a) Mechanical breakdown

In the event of a mechanical breakdown, the driver will:

- 1)** Stop the vehicle in a safe location
- 2)** Keep passengers in the vehicle, if it is safe to do so
- 3)** Take steps to warn motorists, by activating hazard lights and placing emergency triangles
- 4)** Radio or call for assistance

b) Injuries/Medical Emergencies

If a student is seriously injured or suffers from a medical emergency, the driver will stop the vehicle at the first safe opportunity. The driver will provide emergency medical assistance in accordance with the driver's first aid training. The driver will notify the school district of the emergency using the radio or other communication equipment. The district will then summon emergency medical services by immediately calling 911 and notify administrative personnel.

c) Severe Weather

1) Tornadoes.

If the driver determines that there is likelihood that a tornado will hit the vehicle, and there is not an escape route available or time to drive to a safe location, the driver will evacuate the vehicle, taking only the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the vehicle far enough away from the vehicle so that it will not roll over on the students. The driver should instruct students to cover their heads with their arms. If the students are wearing coats or jackets, they can be used

to provide additional protection for their heads and bodies. If there is no time to evacuate the students after stopping the vehicle, the driver should have the students remain in their seats and assume a protective position with their heads below window level.

2) Winter Weather

If the school district or driver determines that a trip is too dangerous to drive due to winter weather conditions, the district will cancel the trip.

Parents should ensure that students are appropriately dressed for winter conditions.

3) Floods or Standing Water

It is generally appropriate to drive through a small or regular amount of water that has accumulated from a normal or typical rainfall. However, drivers should not drive through water on the road if: the water is moving or has a current; there is dangerous debris in the water; the driver cannot determine the depth of the water or there is a known dip in the road which would create a deeper section of water; or if there is any other water condition that the driver determines is unsafe to drive through.

d) Weapons, Hazardous Materials and Dangerous Contraband

If a driver discovers that a passenger may have a weapon, hazardous materials or other dangerous contraband on the vehicle, he or she should remain calm and call for assistance. The driver should not inform passengers of the presence of the weapon or other contraband.

e) Unattended Items on or Near Pupil Transportation Vehicle

The driver shall check for unattended items on or near the vehicle as part of the exterior and interior pre-trip inspections. If circumstances make an item suspicious (because it is out of context, makes a noise, has visible wires, placement was witnessed, was hidden, has unidentified powders or putty-like substances, etc.), the driver shall not inspect, move, or otherwise touch the item.

School staff will evacuate the area, then immediately report the item to the staff member's direct supervisor, a principal, or the superintendent. If the unattended item is not suspicious (it has the characteristics of lost or misplaced property or of discarded trash, etc.), the driver may examine the item more closely. This may include looking inside the item, attempting to identify the owner, reviewing security camera footage, or talking to those nearby, and then taking appropriate action.

f) Terroristic Threat

If a driver receives a terroristic threat that he or she deems credible, he or she will notify the school district of the threat using the radio or other communication equipment. After consulting with school officials, the driver will determine whether the threat requires evacuation of the bus. The school will promptly notify the authorities of the threat.

For purposes of this policy, a terroristic threat is a threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of the bus or in reckless disregard of causing such terror or inconvenience

g) Emergency Incident Reports

Drivers will provide written documentation of any of the emergency events specified in this policy by completing the incident form attached hereto. This documentation must be submitted to the school administration within 24 hours of the event.

2. Drop-off

Drivers will drop students off at a location pre-determined through communication between the school district and parents/guardians. In the event the drop-off location is uncertain or appears to be unsafe, the driver will communicate with school staff in the building to seek additional guidance.

In no event will a driver drop a student off in a location which in the reasonable judgment of the driver appears to be unsafe. Drivers who believe the drop-off location to be unsafe shall release

students directly into the custody of a parent/guardian or shall return students to their school building.

3. Evacuation of Students With Disabilities

The transportation supervisor, in consultation with bus drivers and members of the administrative team, shall develop a written emergency evacuation plan for each bus route. The plan shall include an assessment of each student's ability to evacuate himself or herself as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any equipment on the bus that would aid in the actual evacuation.

4. Student Behavior on School Vehicles

Riding school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles.

a) Rules of Conduct on School Vehicles:

- 1)** Students must obey the driver promptly.
- 2)** Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3)** Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- 4)** Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5)** Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- 6)** Students are prohibited from throwing or passing objects on, from, or into vehicles.

- 7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- 10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 12) Student must respect the rights and safety of others at all times.
- 13) Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.
- 14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
- 15) Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) Consequences

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include:

- 1) Note home to parents
- 2) Suspension of bus riding privileges

- 3) Exclusion from extracurricular activities
- 4) In-school suspension
- 5) Short term or long term suspension from school
- 6) Expulsion

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) Records

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

5. Functional Capacity of the Driver

The superintendent or designee shall confirm a pupil transportation driver's functional capacity and ability to conduct the daily tasks and emergency evacuations required of such a driver by:

- Observing the driver complete the required daily tasks and emergency evacuations;
- Observing, questioning, and/or directing the driver to perform tasks in a manner that measures the basic visual, cognitive, and physical abilities to complete the required daily tasks and emergency evacuation; or
- Directing the driver to complete a functional capacity evaluation or assessment conducted by a qualified professional.

The superintendent or designee will remove the driver from duties as a pupil transportation driver if he or she determines that a pupil transportation driver is not functionally capable or able to conduct the daily tasks and emergency evacuations required of such a driver.

6. Satisfactory Driving Criteria.

The superintendent or designee shall annually review every pupil transportation vehicle driver's Nebraska Department of Motor Vehicles driving record before such a driver operates a pupil transportation vehicle.

Individuals who have been convicted of any of the following or who meet any of the following conditions will not be allowed to serve as a pupil vehicle transportation driver:

- If the citation or conviction occurred at any time:
 - Motor vehicle homicide; or
 - Driving under the influence – 3rd or subsequent offense.
- If the citation or conviction occurred within the last 7 years:
 - Driving under the influence of drugs or alcohol;
 - Refusal to submit to a chemical test;
 - Failure to render aid in accident the driver was involved in;
 - Speeding 15 miles per hour or more above the posted speed limit;
 - Reckless driving (willful or otherwise);
 - Careless driving;
 - Negligent driving;
 - Leaving the scene of an accident; or
 - Failure to yield to a pedestrian with bodily injury to the pedestrian.
- If the driver has accumulated 5 points or more under an operator's license point system within the last 4 years.

The superintendent designee has the discretion to prohibit school personnel from driving a school vehicle for a citation or arrest for the above offenses or any other offense or reason. The superintendent or designee will make the final determination about the ability of an individual to serve as a pupil vehicle transportation driver.

Pupil vehicle transportation drivers must inform the superintendent or designee of any citation or conviction related to their driving within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier.

7. **Emergency Evacuation Drill Procedures for Students Who Ride in Small Vehicles.**

For purposes of this policy, "small vehicle" shall have the same meaning as in **Rule 91** from the Nebraska Department of Education.

In a small vehicle accident or emergency situation, the driver must use his other best judgment to decide what action shall be taken. The primary responsibility is pupil safety. In an emergency it may be necessary that the vehicle be evacuated.

Students who are transported in a Small Vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills at least twice during each school year. These drills shall be conducted in an appropriate location.

Drills shall be conducted to address each of the following reasons that an emergency evacuation may be required:

- The vehicle is on fire, in danger of catching fire, or is close to an existing fire or highly combustible material. Passengers shall be evacuated at least 100 feet or more upwind from the vehicle.
- The vehicle is stopped at an unsafe location and unable to move. The driver shall use his or her judgment regarding the need to evacuate and the distance of the evacuation.
- The vehicle's final stopping position: is in the path of any train or adjacent to railroad tracks; could change and increase danger; or is such that there is danger of collision. The driver shall evacuate the vehicle and use his or her judgment regarding the distance of the evacuation.

The safety of students is of utmost importance and must be given first consideration. Absent extenuating circumstance, the driver will place the transmission in park, activate the hazard warning lights, set the emergency brake, turn the ignition off, and remove the ignition key prior to evacuation.

If possible, students should exit the vehicle on the side away from any roadway.

During an evacuation, students should generally be led to a safe place at least 100 feet off the road in the direction of oncoming traffic. If there is a risk from spilled hazardous materials, lead the students upwind of the vehicle at least 300 feet.

After evacuation, the driver should address any injured students and call 911, law enforcement, or other authorities or service providers as the situation dictates. The driver shall then promptly inform the school district about the emergency situation.

Drivers shall not leave the scene until appropriate transportation arrangements have been made for all students and he/she has been instructed by a member of the administrative team that he/she may leave.

The school may select, train, and prepare students to assist in evacuation in the event that the driver is incapacitated or otherwise unable to direct the evacuation. Such training can include, but need not be limited to, turning off ignition switches; setting emergency brakes; summoning help; using windows for evacuation in emergencies; setting flags and reflectors or reflective triangles; directing the evacuation; and training with evacuation equipment.

Evacuation of Students with Disabilities

Drivers should assess each student's ability to evacuate himself or herself from a Small Vehicle as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any specialized equipment in the vehicle and used by disabled students that would aid in the actual evacuation.

Emergency Equipment. Emergency equipment may include first aid kits, fire extinguishers, reflectors, flags, vehicle hazard lights, and other similar equipment. Drivers and students (as appropriate) should be made familiar with the purpose and use of this equipment during drills.

Reviewed on: November 6, 2020
Adopted on: April 12, 2021
Effective on: August 10, 2021
Reviewed on: November 13, 2023

5045 Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

- 1.** "Students" means students, their parents, guardians or other legal representatives.
- 2.** "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
- 3.** "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be \$(sliding fee scale).

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be \$(sliding fee scale). The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be \$(sliding fee scale).

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution. The costs of these items will



naturally vary, but the maximum dollar amount of the fee is anticipated to be \$392 per course.

8. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

9. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

10. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

11. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that

students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

13. Charges for Musical Extracurricular Activities.

Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. The following list details the maximum dollar amount of all musical extracurricular activities fees and the equipment or attire required for participation in musical extracurricular activities:

14. Contributions for Junior and Senior Class Extracurricular Activities.

Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.



This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Reviewed on: November 6, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: July 10, 2023

Revised on: July 10, 2023



5046 Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society or association.

Reviewed on: November 5, 2020

Adopted on: April 12, 2021

Effective on: August 20, 2021

Reviewed on: November 13, 2023



5048

Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (ANAPHYLAXIS)

School employees will comply with the requirements of "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)". The district shall procure and maintain the equipment and medication necessary to implement the protocol.

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

Reviewed on: November 5, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023



North Platte Public Schools

UNITED IN RESPECT COMMUNICATE - CONNECT - COMMIT DESTINED FOR GREATNESS

5050 Reporting Related to Exempt (Home) Schools

Students in Nebraska may choose to be educated at an exempt (home) school that meets the requirements of statute and the Nebraska Department of Education.

Pursuant to state law, the school district's administration will inform the appropriate agency of the names of all students who are school age and known not to be in attendance at a public, private, parochial or denominational school that has met the requirements for legal operation prescribed in statute and the rules of the Nebraska Department of Education.

Reviewed on: November 13, 2020
Adopted on: April 12, 2021
Effective on: August 10, 2021
Reviewed on: November 13, 2023



5052 School Wellness

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.*

1. Goals for Nutrition Promotion and Education

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.



- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
 - i. USDA National School Lunch and School Breakfast nutrition standards
 - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools



nutrition requirements. All previously purchased products will be used, and all existing contracts honored.

- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, and Fundraisers)

- a. Definitions. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. For the purpose of competitive food standards implementation, "school day" means the period from the midnight before to 30 minutes after the end of the official school day.
- b. Applicability. Except as otherwise allowed by the Nebraska Department of Education (NDE) or applicable law, all competitive food sold during the school day must meet the USDA Smart Snacks Standards and the nutrition standards found in 7 CFR § 210.11. The competitive food restrictions do not apply to food sold during non-school day hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school

plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

- c. Fundraiser Exemptions. A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards as required in this section for the purpose of conducting an infrequent school-sponsored fundraiser. The specially exempted fundraisers must not take place more than the frequency specified by NDE during such periods that schools are in session. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.
- d. Other Exemptions. The only other nutrition exemptions from the competitive food requirements are those found in 7 CFR § 210.11.
- e. Other Limitations. No competitive food can be sold to children anywhere on school premises beginning one half hour before breakfast and/or lunch service until one half hour after meal service unless all proceeds earned during these time periods go to the school nutrition program.

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this



policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district’s progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district’s progress in implementing this policy.

* These strategies include but are not necessarily limited to, those cited in the Alliance for a Healthier Generation’s Model Wellness Policy (Updated June 2020 to Reflect the USDA Final Rule) [found at https://api.healthiergeneration.org/resource/2](https://api.healthiergeneration.org/resource/2).

Adopted on: April 12, 2021
Reviewed on: June 27, 2024
Revised on: July 8, 2024



5053

Self-Management of Diabetes or Asthma/Anaphylaxis

Upon receiving the written request of a student's parent or guardian and the written medical authorization described in the applicable provisions below, , the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis (referred to herein as "medical condition").

A student with diabetes must obtain written authorization to self-manage from the student's physician. The plan for a student with diabetes will (a) identify the health care services the student may receive at school, (b) evaluate the student's understanding of and ability to self-manage his or her medical condition, (c) permit regular monitoring of the student's self-management by an appropriately credentialed health care professional, and (d) be signed by the student's parent or guardian and the physician responsible for the student's medical condition.

A student with asthma or anaphylaxis must obtain written authorization to self-manage from the student's physician or from the health care professional who prescribed the medication for treatment of the student's condition. The plan for a student with asthma or anaphylaxis will (a) identify the health care services the student may receive at school, (b) evaluate the student's understanding of and ability to self-manage his or her medical condition, (c) permit regular monitoring of the student's self-management by an appropriately credentialed health care professional, (d) include the name, purpose, and dosage of the prescription asthma or anaphylaxis medication prescribed for such student, (e) include procedures for storage and access to backup supplies of such prescription asthma or anaphylaxis medication, and (f) be signed by the student's parent or guardian and the physician or other health care professional responsible for the student's medical condition.

The plan will permit the students to self-manage his or her medical condition in any part of the school or on school grounds during any school-related activity, or in a private location. The parent or guardian of a student for whom such a medical management plan has been developed shall sign a statement acknowledging that (a) the school and its employees and agents are not liable for any injury or death arising from a student's self-management of his or her medical condition and (b) the parent or guardian will indemnify and hold harmless the school district and its employees and agents against any claim arising from a student's self-management of his or her medical condition. The

student's parent or guardian will be personally responsible for any and all costs associated with any injury to school personnel or another student resulting from the a student's misuse of necessary medical supplies.

The district may prohibit a student who is self-managing his or her diabetic condition from possessing medical supplies for self-management and may establish other necessary and appropriate restrictions or conditions when the district determines that the student has endangered himself, herself, or others through misuse or threatened misuse of such medical supplies. The district will promptly notify the parent or guardian of any such prohibition, restriction, or condition.

The district may impose disciplinary consequences on a student with asthma or anaphylaxis who uses his or her prescription asthma or anaphylaxis medication other than prescribed. These disciplinary consequences shall not include limitations on the student's access to necessary medication. The district will promptly notify the parent or guardian of any disciplinary action imposed.

Reviewed on: November 13, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

Legal Reference: Neb. Rev. Stat. §§ 79-224 and 79-225

5054

Student Bullying

Definition of Bullying. Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The school district’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can fill out the Bullying, Harassment, or Intimidation Reporting Form. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.



Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior [Bullying, Harassment, or Intimidation Reporting Form]. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Procedure:

North Platte Public Schools – Bullying, Harassment, or Intimidation Reporting Form

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: June 13, 2022

Reviewed on: June 12, 2023

Legal Reference: Neb. Rev. Stat. § 79-2,137

Student Discipline Act, Neb. Rev. Stat. " 79-254 to 79-296

NDE February 2003 State Board Action; Reaffirmed December 2006



North Platte Public Schools

UNITED IN RESPECT COMMUNICATE - CONNECT - COMMIT DESTINED FOR GREATNESS



5055

Enrollment in Kindergarten

A child must reach the age of five on or before July 31st of the calendar year to be enrolled in kindergarten. The school district will enroll a child who will reach the age of five between August 1st and October 15th of the year of enrollment if the parent or guardian requests such enrollment and provides an affidavit stating:

- (a) the child attended kindergarten in another jurisdiction in the current school year; or
- (b) the family anticipates relocating to another jurisdiction that would allow admission within the current year; or
- (c) the child has demonstrated through recognized assessment procedures approved by the board that he or she is capable of performing the work of kindergarten.

The recognized assessment procedure(s) approved by the board are described below.

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:



1. mental ability defined as scoring 98th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
2. a test of emotional/social development scoring in the 75th percentile such as the; Adaptive Behavior Assessment System (ABAS)
3. 98th percentile or greater on a test of pre academic skills such as the Bracken School Readiness Assessment; and
4. a test of fine motor ability, scoring 98th percentile or above on a standardized measurement such as the Beery VMI.

Upon application, a screening conference will be conducted with the parent(s), building principal, school psychologist and kindergarten teacher to review the request for early entrance and discuss the District kindergarten curriculum and early entrance procedures. It is the responsibility of school personnel to explain the nature and objectives of the assessments to the parents/guardians. Parents must furnish the birth certificate of the child at the time of the conference and will be requested to complete child screening information.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.



Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administration.

Parents must fill out the early entrance application forms as follows:

- 1) Form "Procedure and Application for Early Kindergarten Entrance"
- 2) Form "Written Request for Consideration of Early Kindergarten Entrance"
- 3) Form "Parent Questionnaire for Early Kindergarten Admission"
- 4) Form "Information from Preschool/Daycare or other Individual Knowledgeable about the Child for Early Kindergarten Admission"
- 5) Form "Parent Contact Information for Early Entrance Kindergarten Assessment"

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Reviewed on: November 13, 2020

Adopted on: April 12, 2021

Effective on: August 12, 2021

Reviewed on: November 13, 2023

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012

Neb. Rev. Stat. § 79-214 Neb. Rev. Stat. §§ 79-217 to 79-223

Neb. Rev. Stat. § 79-266.01

173 NAC Chapters 3 and 4 (HHS Regulations)



5056

Free Expression by Students

The board of education recognizes that students do not shed their constitutional rights at the schoolhouse gate. However, the board of education is responsible for balancing those rights against its responsibility to provide a program of education for students in this district. The board is authorized to preserve order so that the system may function properly.

Students may not engage in any expressive conduct that causes a material and substantial disruption to the educational program; that is lewd, obscene, profane, defamatory, threatening or contains "fighting words;" that advocates the use of substances that are illegal to minors; that incites violence or constitutes a "true threat;" or that urges the violation of law or school rules. Violators will be disciplined in accordance with law and board policy.

Reviewed on: November 13, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

5057

District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with

other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Reviewed on: November 13, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)



5059

Emergency Medical Treatment

If a child becomes ill or is injured while at school or while being supervised by a member of the school district's staff, the staff member shall take reasonable steps to render assistance and, when appropriate, summon medical assistance. Staff will notify a student's parent or guardian when a student needs medical attention.

The school district is not qualified under law to comply with directives to physicians limiting medical treatment and will not accept such directives. School district staff members will not honor "do not resuscitate/do not intubate" (DNR/DNI) orders, requests for transport to particular medical facilities, and any similar requests. Parents/Guardians must arrange for all such requests with rescue squad and medical providers directly.

Reviewed on: December 3, 2020

Adopted on: April 12-2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

Identification of Learners with High Ability 5061

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

HAL Identification Process:

Students in grades 3-8 will be given a district approved standardized achievement test in the areas of reading and mathematics three times per school calendar year. Additionally, all students will be given the Naglieri Nonverbal Ability Test (NNAT) test in the first semester of 3rd and 6th grade.

Students can qualify for High Ability Services by one of the following 3 ways:

- Achievement level of 95th percentile or higher on a district approved standardized achievement test in the areas of reading or mathematics.
- Scoring a 125 or above on the Naglieri Nonverbal Ability Test (NNAT).
- Referrals outside of the identification procedures will be taken into consideration.
- Students enrolling in NPPS who were identified in their previous school district are automatically eligible for participation in HAL.

Within the first thirty (30) days of each school year, the school district administration shall notify parents or guardians of identified high ability.

The administration shall implement the district wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.

Legal Reference: Neb. Rev. Stat. §§ 79-1106 to 79-1108.03
NDE Rule 3

Adopted on: April 12, 2021
Effective on: August 10, 2021
Reviewed on: November 13, 2023



North Platte Public Schools

UNITED IN RESPECT COMMUNICATE - CONNECT - COMMIT DESTINED FOR GREATNESS



5064

Supplement, Not Supplant

The district will use Title I, Title II, Title IV, and any other funds subject to Supplement, Not Supplant requirements as required by law. The district will use said funds to Supplement, Not Supplant, state and local funds that would, in the absence of such funds, be spent on Title programs. The district will ensure that Title funds will not be used to provide services which otherwise take the place of public education services that are to be provided to all students.

The district maintains records of the professional development provided at the district level that is funded with Title funds. The Superintendent will ensure that professional development is aligned with the needs of the district's Title programs. Title professional development will not duplicate that which the district provides for non-Title purposes which, in the absence of Title funds, would be provided to all staff.

Reviewed on: December 10, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Revised on: November 13, 2023



5065 Bed Bugs

Students found to have bed bugs will be removed from the classroom and inspected by the school nurse. Any bugs found should be removed and collected for identification. If an active bed bug is discovered, the student's parent(s) or guardian(s) will be notified, and prompt, proper treatment will be required. Any other students residing in the same household or otherwise at risk of infection should be inspected as soon as possible after the initial diagnosis.

The student will not be excluded from school the day of the diagnosis unless the student has been diagnosed previously and attempts at treatment have failed. No healthy child should be excluded from or allowed to miss school time because of bed bugs unless efforts to remedy an infestation have been unsuccessful.

If bed bugs are found in a classroom or elsewhere in the building, the school will notify parent(s) and guardian(s) of all students so that the students' clothing and other belongings may be inspected before bringing them into the home. The school will not be closed due to a bed bug presence. If pest management is necessary, it will be provided to affected areas of the school.

Reviewed on: December 3, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023

5066

Early Graduation

General Policy. Students most effectively obtain the skills and experience necessary to graduate from high school by completing grades 9 through 12 over the course of 4 years. Unless otherwise permitted by Board policy or other applicable law, students must finish all 4 grade levels in order to graduate.

Requirements for Application. In unique circumstances, the Board may waive the four-year attendance requirement for high school graduation, provided that the student has met the requirements of this policy.

Students must make an application to the high school principal before they may seek permission to graduate early from the Board. The principal may consult with appropriate instructional and guidance staff members in making the determination. The student's application must include:

1. Proof that the student will meet all academic requirements necessary to graduate on or before the proposed graduation date;
2. A transcript showing that the student has all passing grades any required course at the time of application;
3. A completed application that addresses the reasons for seeking early graduation and articulates the student's post-graduation plans, including goals and objectives justifying the need to graduate early; and
4. A signature from a parent/guardian supporting the student's application.

The student may submit any additional materials which support the student's efforts to graduate early. Such materials may include, but are not required to include: letters of support from staff and community members; proof of admission in a postsecondary program; and/or any other materials which the student believes to support the student's application.

Notification to the Board of Education. The Superintendent or his/her designee will report the number of students applying for early graduation at the regular December Board of Education meeting.



Participation in District Activities. Early graduates will be considered graduates of the district at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the student body and will forfeit those rights and privileges accorded such students.

Reviewed on: December 6, 2021

Adopted on: December 6, 2021

Effective on: December 7, 2021

Revised on: November 13, 2023



5067

Student Assistance Team or Comparable Problem Solving Team

Pursuant to the Rules of the Nebraska Department of Education, the school district uses a general education student assistance team ("SAT") or a comparable problem solving team ("Team"). The SAT or Team will use and document problem-solving and intervention strategies to assist teachers in the provision of general education and to meet the needs of students who may be struggling in the general curriculum or who are struggling to comply with the student code of conduct or to meet acceptable behavioral and social norms.

If the SAT or Team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. The referral shall comply with the requirements of the Rules of the Nebraska Department of Education.

All teaching staff must:

- 1) Support the SAT or Team process by appropriately referring students who may benefit from the SAT or Team process; and
- 2) Faithfully and consistently implementing the intervention strategies recommended by the SAT or Team.

The failure to support the SAT or Team process is a serious matter and may constitute just cause for terminating or canceling a teacher's employment.

Reviewed on: March 11, 2021

Adopted on: April 12, 2021

Effective on: August 10, 2021

Reviewed on: November 13, 2023



3023

Record Management and Retention

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

Special Rules Related to Electronic Forms of Communication.

Electronically stored information such as e-mail, instant messaging, and other electronic communication are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act may be moved to a storage method other than their original format. Each individual who creates or receives electronic communications that belong to or pertain to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

If the district has a Subscription to Google Apps with Vault activated: The district will archive all Google Apps data with metadata intact, except for instant messaging which users determine to be transitory. Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted.

School-affiliated Social Media Posts. Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

Special Rules Related to Security Camera Footage. Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable information will be maintained by the school district pursuant to its policy on student records.

Student Records. The retention of student records is also governed by the board's policy on student records.

Records Regarding Pending or Threatened Litigation. When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of having records that may pertain to the potential issues in the litigation. The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

Federal Award Records. The district will retain federal award records as required by 2 C.F.R. § 200.334. This includes retaining all federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the district will retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records.

Adopted on: November 9, 2020

Effective on: August 10, 2021

Reviewed on: June 12, 2023

Reviewed on: April 24, 2025

Reviewed and Revised: August 11, 2025



NASB Superintendent Search Information Prepared for
North Platte Public Schools

“Communicate – Connect - Commit.”

Through Leadership, Innovation, Vision and Engagement, the Nebraska Association of School Boards provides programs, services, and advocacy to strengthen public education for all Nebraskans.



© All rights reserved. Nebraska Association of School Boards - www.NASBonline.org

North Platte Board of Education,

We appreciate the opportunity to share information on the NASB Superintendent Search Service with the Board of Education.

My name is Shari Becker, and I am the Director of the Nebraska Association of School Boards Education Leadership Search Service. I have been the Director of the Search Service since April of 2013 and worked for the Service for six years prior to becoming the Director.

The NASB Search Service looks at the process through the eyes of a board member. We ensure a highly professional search process that will attract quality applicants but will also bring credit to the board for the manner in which the search is conducted.

The NASB search process is a cost conscious, comprehensive package which covers all details of the search process including the opportunity for NASB to continue to support the superintendent, board and district after the hire is final.

The board may consider hiring an Interim Superintendent to lead the district beginning January 2026 through the 2026-2027 school year. A permanent search process can be conducted in the fall for the permanent leader to begin July 1, 2027 so I have included interim information as well as permanent search information.

Please contact me at the number below if you have any questions.

Respectfully submitted,

Shari L. Becker
Director of NASB Education Leadership Search Services
402.416.4483 Cell

Consultant Details

The search for a Superintendent for North Platte Public Schools will be managed by Director of Search Services, Shari Becker as well as Consultants and staff members that specialize in searches and open meetings law.



Shari Becker started with the Association Search Service in 2007 as a Field Consultant and has served as the Director of the Search Service since April 2013. Shari handles recruiting quality educators, facilitating district engagement and board work sessions, and screening applicants. Shari is knowledgeable in Open Meetings Law and tracks all superintendent openings in Nebraska. Shari is active with the National Affiliation of Superintendent Searches (NASS). She is the current Past Chair of the group.

Shari brings a wide range of background experience to her role with the Association. Prior to her employment with NASB she provided recruitment, hiring and training services to a local financial/management company for 13 years. She has her bachelor's degree in Administrative Resource Management as well as a Post-Baccalaureate in Education. Shari is also a Gallup Certified Strengths Coach and an ODR Approved Mediator.



John Neal is currently serving as an adjunct professor for Doane University in its Education Specialist program, preparing current school leaders to be Nebraska's next generation of public-school superintendents. Dr. Neal retired from his position as Associate Superintendent for Civic Engagement with Lincoln Public Schools in July 2024. He held this role in LPS for the last 12 of his 37 years in public education.

Dr. Neal's career in Lincoln Public Schools included extensive work with its school board members. Dr. Neal served as LPS's first Director of Secondary Education. Other previous work included serving in various roles in three different school districts as a high school associate principal and principal, middle school principal, and elementary school administrator.

Dr. Neal is originally from Lincoln. He graduated from Lincoln Northeast High School. He received his bachelor's degree from the University of Nebraska-Lincoln, his master's degree from the University of Nebraska at Omaha, and his educational specialist's and doctorate degrees from Doane University.



Rex Pfeil recently joined the NASB Leadership Search team as a Search Consultant and has served as a teacher, coach, assistant principal, principal, and superintendent for 35 years. Rex served as Superintendent of Blair Community Schools until his retirement in July 2018. Since that time, he has served as an Interim Superintendent at Nebraska City, Shickley, and Yutan. Rex has worked with a wide variety of school boards and focuses on developing positive superintendent-board relationships, open communication strategies, and leadership development.

Rex graduated from Wayne State College with a bachelor's degree in Education. He received his master's degree in Educational Administration from the University of Nebraska – Lincoln, and his specialist degree in Educational Leadership from Wayne State College.

Search Service Protocol – Interim Process

This page reflects a detailed outline of the NASB Search Protocol for an Interim Superintendent. The fee for the Interim process is on Page 8.

Board Meeting with NASB

- The meeting will be an advertised work session of the board
- Discussion with the board will include the following:
 - Identify priorities for the Interim Superintendent
 - Identify a date for the board to review resumes for Interim candidates and a date to interview Interim candidates
 - Interim interview questions for the board
 - Interim interview schedule including team members to participate
 - Interim Superintendent contract and compensation

NASB Duties

- Advertise Interim position on Teach in Nebraska and the NASB site
- Recruit to identify quality applicants
- Contact individuals to recruit as identified by board members and others
- Reference calls on interested individuals

Board Meeting with NASB

- Review applications for the Interim position
- The board will select candidates to interview
- Final review of interview details

Board Duties

- Interview candidates for the position (NASB can be present for the interviews)
- Negotiate with the candidate of choice
- Ratify the contract at an advertised meeting of the board

Search Service Protocol – Permanent Process

In the following section, you will see a detailed outline of the NASB Search Protocol. We typically conduct three meetings during the search process. The meetings will be with the full board. The fee for the Permanent process is on Page 9.

NASB Preliminary Work

- Distribute board survey to learn about district strengths and challenges from the board perspective
- Begin creation of marketing brochure
- Advertise vacancy on NASB and other applicable sites

Board Work Session

- Collaborate with the board to design a timeline to guide the search process
- Review and discuss board survey results and Leadership Profile document

NOTE: Leadership Profile is developed from input directly from board members. The Board will review the Profile and NASB will alter, as necessary. The Profile is then used to guide the Board in selecting interview questions, selecting interview candidates, and assessing the interview process. The Profile will ultimately guide a board retreat once the superintendent begins.

- Discuss NASB Statewide Superintendent Salary Survey and compensation package
- Discuss interview questions and procedures
- Discuss interview schedule structure including participants and logistics
- Review and discuss superintendent related documents: job description, evaluation tool, and contract

Note: The Association stipulates in the Search agreement that, following discussion of the contract, the board will communicate and work with the district's school attorney to authorize any and all changes as the Board deems appropriate to the contract

NASB Duties

- Recruit to identify quality applicants
- Receive, process, and screen all completed online applications and supporting documentation
- Conduct comprehensive professional and personal reference checks including internet search, criminal background search, adult/child abuse check and credit check

District Staff and Education Partners Survey

- Engage staff, students, parents, patrons and community leaders through an electronic survey
- Compile survey comments and provide for board review prior to final meeting

Final Special Meeting

- NASB presents all applicant names and screening results to the Board of Education for review and consideration (unless board requests otherwise)
- NASB provides a Candidate Assessment document for the board's use during the interview and deliberation process to compare candidate materials and candidate interview
- Finalize interview schedule and questions
- Discuss final interview details and protocol
- Discuss candidate selection and negotiations protocol

Board Final Duties

- Interview candidates for the position
- Negotiate with the candidate of choice (NASB will assist at the board's request)
- Ratify the contract at an advertised meeting of the board

NASB Final Duties

- Handle communications with all applicants and interview candidates
- Coordinate travel arrangements for candidates
- Attend interviews at the request of the board
- Conduct post-interview conference with interview candidates and communicate information to the board

Transition

- Continue communications with board president and incoming superintendent to ensure a smooth transition
- Provide transition document to incoming superintendent to prepare for role
- Arrange mentoring for new superintendent if needed
- Conduct Board Retreat with the board once the new superintendent begins
 - This session fee is included in the search fee except for travel to the district
- Provide a two-year guarantee for boards who complete the Retreat by December of the first contract year
 - If the superintendent leaves during the first year of their contract, NASB will do the search again with no fee. Expenses will be billed back to the district for travel, background checks, and any fee-based advertising.
 - If the superintendent leaves at the end of the 2nd year of their contract, the guarantee is considered fulfilled. NASB will conduct a new search at a negotiated fee.

Applicant Screening Process

It is essential the board understands the experience and qualities each applicant brings to the position. NASB will process and screen all completed applications and supporting documentation. The Association protocol for applicant reference checks and background screenings are qualities that set us apart from competing search consultants.

Our typical screening process involves contacting numerous individuals who have worked with the applicant in their current and past positions. This is in addition to the references provided on the application materials. Our screeners will personally contact these individuals.

We will complete an internet search for each applicant, a check of their certificate with NDE, and a

OneSource background check for finalists, as time allows. The OneSource background check includes adult/child abuse, criminal and credit history.

NASB will take their direction from the board regarding what manner the board would like the applicants presented. Consultants will lead the board through a verbal summary of strengths of the candidates and any areas of growth. We will utilize both open and closed session for this process.

Engaging District Staff and Education Partners

The Association will engage district staff and education partners in a variety of ways throughout the search process. An electronic survey link will be distributed to staff, administration, community and parents. The participants will be asked to provide feedback through the electronic survey, regarding strengths, challenges and preferred attributes for the new superintendent.

In addition to eliciting feedback through the electronic survey, the board may also want to engage staff and education partners in the interview process. During our planning session with the board, we will discuss the specifics of the interview schedule. Each interview schedule is unique to the needs of the district. Generally, boards invite a small number of staff members, administrators and community members to meet with the interview candidates. NASB will provide interview questions and training for these interview team members. The groups will then provide feedback to the board, in written format, as to the strengths and potential weaknesses of the interview candidates. The board will review the feedback as they deliberate about the candidates.

Board Member References

Ainsworth Community Schools, Brad Wilkins, Board President, (402) 760-1278

Gretna Public Schools, Rick Hollendieck, Board President, (402) 679-4200

North Platte Public Schools, Skip Altig, Search Committee Chair, (308) 530-1170

NASB Search Fee Interim Process \$2,500

Included in the Interim Search Fee

- Advertising options with no fee
- Interview questions, schedule, procedures and support
- Two-in-person meetings and attendance at interview process if requested by the board
- Negotiations support if requested

Expenses to be billed back to the district

Travel expenses for NASB Consultants include mileage and meals (mileage billed at the standard IRS mileage rate i.e. \$.725 for 2026)

NASB Search Fee Permanent Process

\$9,000

Included in the Search Fee

- All details described in the Search Service Protocol including but not limited to
 - Marketing brochure
 - Advertising options with no fee
 - Recruiting quality candidates
 - Creation of Leadership Profile
 - Interview questions, schedule, procedures and support
 - Engagement of district staff and education partners
 - Review of superintendent personnel documents
 - Collection and screening of all application materials

- OneSource background checks
- Interview assessment document
- Two in person meetings and attendance at interview process if requested by board
- Negotiations support if requested
- Communication with board and applicants throughout the process
- Board Retreat after the new superintendent starts
 - To be held prior to December 31 of the first year of the contract
- Two-year Guarantee on the hire
 - If the board follows through with a board retreat with NASB prior to December 31 of the first year of the contract
- Free access to one year of the NASB online superintendent evaluation tool
- Superintendent transition document
- Superintendent transition assistance/mentor (with a minimal additional fee)
- Ongoing support for the board and superintendent

Expenses to be billed back to the district

Travel expenses for NASB Consultants include mileage and meals (mileage billed at the standard IRS mileage rate i.e. \$.725 for 2026)

NOTE: If additional planning discussion is required during the search process, NASB may arrange for a virtual meeting with the board, or the board may appoint a committee to work through logistical questions that arise.

NOTE: If the board would like to conduct the planning meetings virtually to save travel expenses, this may be arranged.