

To: Lewiston Consolidated School Board of Education
From: Todd Halvorsen
Re: Agenda Summary
Date: Thursday, August 13, 2026

1. Opening Procedures
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Acknowledge Meeting Notice
 - 1.4. Pledge of Allegiance
 - 1.5. Welcome Visitors
 - 1.6. Approval of Agenda
 - 1.7. Public Comment

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be extended by the board president.
 - 1.8. Approval of Minutes
 - 1.9. Claims and Accounts
 - 1.10. Financial Report
2. Reports
 - 2.1. Technology/Security Report
 - 2.2. Principal Report
 - 2.3. Committee Reports
 - 2.3.1. Finance Committee
 - 2.3.2. Transportation Committee
 - 2.4. Strategic Plan Report

Review the Strategic Overview Committee Proposed Mission Statement.
 - 2.5. Superintendent's Report
3. Business
 - 3.1. Non- Action Items
 - 3.1.1. Policy Reviews
 - 3.1.1.a. Motion to approve policies 4030,4031,4034,4038
 - 3.1.1.b. Policy 4031
 - 3.1.1.c. Policy 4034
 - 3.1.1.d. Policy 4038
4. Action Items
 - 4.1. Personnel
 - 4.2. Discuss Board approval and financing for the FFA to attend the National Convention.
 - 4.3. Discuss and review the 2026-27 Activities Handbook
 - 4.4. Review and discuss updated information in regard to Ag. Building
 - 4.5. Executive Session
 - 4.6. Executive Session Action Items
5. Announcements

6. Adjournment

** Closed Session: If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting the board will conduct a closed meeting in accordance with the Nebraska Open Meeting Act Statute 84-1410(1).*

Sequence of Agenda: The sequence of topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

Lewiston Consolidated School Board of
Education
Wednesday, July 22, 2026 7:45 PM Central

Lewiston Consolidated Schools Library
306 West Tiger Avenue
Lewiston, NE 68380-0074

Rae Bredemeier: Present
Sharon Mencl: Present
Aaron Rule: Present
Linda Searcey: Present
Julie Stake: Present
Tyler Wehrbein: Present
Present: 6.

1. Opening Procedures

1.1. Call Meeting to Order

1.2. Roll Call

1.3. Acknowledge Meeting Notice

1.4. Pledge of Allegiance

1.5. Welcome Visitors

1.6. Approval of Agenda

Moved by Linda Searcey and seconded by Julie Stake "To approve the agenda as presented."

Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

1.7. Public Comment

1.8. Approval of Minutes

Moved by Rae Bredemeier and seconded by Tyler Wehrbein "Motion to approve the July 14,
2026 Regular Board of Education minutes." Those voting in favor of said motion: . Those

opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

2. Reports

2.1. Committee Reports

2.1.1. Americanism Committee

The Committee reported on the updated classes that will be offered in the Social Sciences
department.

3. Business

3.1. Action Items

3.1.1. Approve the Amended 2025-2026 Budget.

Moved by Rae Bredemeier and seconded by Linda Searcey "Discuss, consider, and take all necessary action to approve the amended 2025-2026 Budget." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie

Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

3.1.2. Discuss entering an Agreement with SENCA Head Start for the 2026-2027.

Moved by Linda Searcey and seconded by Julie Stake "Discuss, consider, and take all necessary action to enter and interagency agreement with SENCA Head Start for Head Start Services." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie

Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

3.1.3. Discuss FFA students attending the National FFA Convention, October 21-24, 2026

Discussion was had in regards to the FFA students attending the National FFA Convention, October 21-24, 2026. No action was taken.

3.1.4. Policy revision per KSB Law

Moved by Rae Bredemeier and seconded by Tyler Wehrbein "Discuss, consider, and take all necessary action to approve the policy revisions per KSB Law." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie

Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

3.1.5. Review and discuss the Superintendent Evaluation

Discussion was had in regards to the Superintendent's Evaluation. No action was taken.

3.1.6. Personnel

3.1.7. Executive Session

3.1.8. Executive Session Action Items

4. Announcements

Finance Committee -- Thursday, August 13 at 6:00 p.m.

Transportation Committee — Thursday, August 13 at 7:00 p.m.

Regular Board of Education — Thursday, August 13 at 7:30 p.m.

5. Adjournment

Moved by Julie Stake and seconded by Rae Bredemeier "To adjourn at 9:30 pm." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:

Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Budget Hearing
Wednesday, July 22, 2026 7:30 PM Central

Lewiston Consolidated Schools Library
306 West Tiger Avenue
Lewiston, NE 68380-0074

Rae Bredemeier: Present
Sharon Mencl: Present
Aaron Rule: Present
Linda Searcey: Present
Julie Stake: Present
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1.6. Approval of Agenda

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Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea
Yea: 6, Nay: 0

1.7. Public Comment

2. Presentation of the Amended 2025-2026 Budget

3. Adjournment

Moved by Julie Stake and seconded by Rae Bredemeier "To adjourn at 7:46 pm." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea
Yea: 6, Nay: 0

		Check Listing		
Check Date	Check #	Vendor Name	Check Description	Amount
08/11/2026	34076	Arbor Ink LLC	Aug Newsletters	732.69
08/11/2026	34077	Capital Business Systems, Inc.	Copier Expense	698.51
08/11/2026	34078	Cornhusker International Trucks, Inc	'26 Int Bus Repair	460.00
08/11/2026	34079	Daktronics, Inc	Scoreboard Curriculum	2,500.00
08/11/2026	34080	DAS State Accounting - Central Finance	Distance Learning - June	317.87
08/11/2026	34081	Diode Technologies	Phone & Camera Services	281.70
08/11/2026	34082	Egan Supply Co	Supplies - Egan's	7,781.18
08/11/2026	34083	ESU 4	0-5 Speech Services	698.10
08/11/2026	34084	ESU Coordinating Council	Swank Movie/Media Licensing	950.00
08/11/2026	34085	Family Zone, Inc	Pulse & Clever subscription	717.63
08/11/2026	34086	Fiber Platform, LLC	Distance Ed	106.84
08/11/2026	34087	First Concord Benefits Group, LLC	July Fees	100.00
08/11/2026	34088	Goodheart-Willcox Publisher	FCS -Child Dev/Interior Design	4,576.74
08/11/2026	34089	Gottula Trenching, Inc	Old Ag Building bathroom repair	657.66
08/11/2026	34090	HOLIDAY INN	Conference - Whitmore	318.00
08/11/2026	34091	Instrumentalist Awards LLC	Music Awards	62.50
08/11/2026	34092	Intermedia.net.Inc	Phone Services - acct 1693050	102.82
08/11/2026	34093	John Sanders	Spraying Weeds	450.00
08/11/2026	34094	JOURNEYED.COM, INC.	Adobe subscription	500.00
08/11/2026	34095	Wehrbein Kayleigh	NFHS reimbursement - Wehrbein	180.00
08/11/2026	34096	KSB School Law	Services	910.00
08/11/2026	34097	Learning Wthout Tears	PreK-3 curriculum	445.50
08/11/2026	34098	Lewiston Village	Water & Sewer	1,640.20
08/11/2026	34099	Matheson Tri Gas, Inc	Welding Supplies	264.32
08/11/2026	34100	NCSA	Bus. Manager training - Bohling	360.00
08/11/2026	34101	Nebraska Public Power District	Electricity	1,627.89
08/11/2026	34102	Noakes Heating & AC Service, Inc	Condenser Fan & Blower Motors	2,938.88
08/11/2026	34103	Onesource	Background Check - Rinne	33.00
08/11/2026	34104	ParentSquare, Inc	School Website	5,750.00
08/11/2026	34105	Pawnee Co Rural Water District #1	Football Field & Rental- Water	895.50
08/11/2026	34106	Pawnee Republican	Special Board Meeting - June	265.51
08/11/2026	34107	Rules South 40 Auto Repair	Vehicle inspections	2,575.00
08/11/2026	34108	Katelyn Sanders	Mowing	56.00
08/11/2026	34109	Security Services	Fire Monitoring & Materials	335.00
08/11/2026	34110	Sherwin Williams Co.	Paint - Merwin	101.26
08/11/2026	34111	Software Unlimited, Inc.	Accounting/Census Fees	8,050.00
08/11/2026	34112	Summit Fire Protection	Fire Suppression Inspection & parts	926.50
08/11/2026	34113	Teaching Strategies	Services	566.00
08/11/2026	34114	Temps Disposal Service, Inc	Pre-K software	496.00
08/11/2026	34115	Time Management Systems, Inc	Trash Services	188.40
08/11/2026	34116	T-Mobile	Time & Attendance	52.20
08/11/2026	34117	TNTP, Inc	TNTP, Science of Reading - 3	34,678.00
08/11/2026	34118	Tyler Wehrbein	Snow Removal	375.00
08/11/2026	34119	US Bank Corporate Payment Systems	Wiper Blades	34.14
08/11/2026	34119	US Bank Corporate Payment Systems	Van Fuel	40.00
08/11/2026	34119	US Bank Corporate Payment Systems	Paint Rollers & Batteries	37.76
08/11/2026	34119	US Bank Corporate Payment Systems	Building Supplies	19.96
08/11/2026	34119	US Bank Corporate Payment Systems	2 Cycle Oil & Gas Can	47.98
08/11/2026	34119	US Bank Corporate Payment Systems	Bird Reflectors	15.68
08/11/2026	34119	US Bank Corporate Payment Systems	Building Supplies	19.98
08/11/2026	34119	US Bank Corporate Payment Systems	Circuit Breaker Finder	59.00
08/11/2026	34119	US Bank Corporate Payment Systems	Student Pass Books	113.88
08/11/2026	34119	US Bank Corporate Payment Systems	Wall Calendar	17.09
08/11/2026	34119	US Bank Corporate Payment Systems	Office Supplies	628.41
08/11/2026	34119	US Bank Corporate Payment Systems	Binder Clips	17.25
08/11/2026	34119	US Bank Corporate Payment Systems	Chromebook Chargers	572.80
08/11/2026	34119	US Bank Corporate Payment Systems	Toner Cartridges	312.79
08/11/2026	34119	US Bank Corporate Payment Systems	FCS Supplies	180.12
08/11/2026	34119	US Bank Corporate Payment Systems	Rotary Cutter Blades	12.34

08/11/2026	34120	Webster County Youth Council	Livestock Judging	360.00
			Total General Fund	88,211.58
	Checking Account ID: QCPUF			
<u>Check Date</u>	<u>Check #</u>	<u>Vendor Name</u>	<u>Check Description</u>	<u>Amount</u>
08/10/2026	520	Diode Technologies		17,047.52

Account Number : 4866 9145 5553 7643
Unique ID: XXXX XXXX XXXX 2367
LEWISTON CON. SCHOOLS
Statement Date : 07-27-2026



Corporate Account Summary		Payment Information	
Previous Balance	\$3,872.09	Amount Due	\$3,923.36
Purchases and Other Charges	\$2,190.36	Payment due in accordance with your agreement with U.S. Bank.	
Cash Advances	\$0.00		
Cash Advance Fees	\$0.00	QUESTIONS OR TO REPORT A LOST OR STOLEN CARD, CALL CUSTOMER SERVICE1-800-344-5696	
Late Payment Charges	\$17.02		
Credits	\$0.00 CR	To overnight or courier a payment, please send to: Corporate Payment Systems 3180 Rider Trail S, Department 790428 Earth City, MO 63045-1518	
Payments	\$2,156.11 PY		
New Balance	\$3,923.36		
Disputed Amount	\$0.00		

Account Messages	
Your account is past due \$1,702.24. Past due amount is included in the amount due. Please remit immediately.	

Corporate Account Activity			
LEWISTON CON. SCHOOLS			Total Corporate Activity
Account Number: 4866 9145 5553 7643			\$2,139.09 CR
Unique ID: XXXX XXXX XXXX 2367			
Post Date	Tran Date	Reference Number	Transaction Description
07-08	07-08	74798266189000000000217	PAYMENT - THANK YOU 00000 C 204.68 PY
07-23	07-20	74798266204000000000010	PAYMENT - THANK YOU 00000 C 1,951.43 PY
07-27	07-27		LATE PAYMENT CHARGE 17.02

New Activity			
JULI SMITH	Purchases	\$61.19	Total Activity \$61.19
Account Number: 4866 9100 7657 3521	Cash Advances	\$0.00	
Unique ID: XXXX XXXX XXXX 7831	Cash Advances Fees	\$0.00	
	Credits	\$0.00 CR	
Post Date	Tran Date	Reference Number	Transaction Description
(transactions continued on next page)			

✂ Payment may be made electronically or by check made payable to Corporate Payment Systems.

CORPORATE PAYMENT SYSTEMS
P.O. BOX 6343
FARGO, ND 58125-6343

4866914555537643 000392336 000392336

Account Number: 4866 9145 5553 7643
Unique ID: XXXX XXXX XXXX 2367
Amount Due: \$3,923.36

Amount Enclosed \$

If paying by check, include coupon with payment to address below.

CORPORATE PAYMENT SYSTEMS
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

106481972490670 S 2

LEWISTON CON. SCHOOLS
ATTN RICK KENTFIELD
306 TIGER AVENUE
LEWISTON NE 68380-0136

New Activity cont				
07-10	07-09	24492166190100067880981	SP HUMAN KINETICS US.HUMANKINET IL	61.19

JOE COX	Purchases	\$1,352.54	Total Activity	\$1,352.54
Account Number: 4866 9100 7657 3547	Cash Advances	\$0.00		
Unique ID: XXXX XXXX XXXX 7856	Cash Advances Fees	\$0.00		
	Credits	\$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-26	06-24	24137466176501188190726	WESTLAKE HARDWARE #103 BEATRICE NE	19.98
06-29	06-26	24011346177100144398293	AMAZON RETA* V880B7X83 WWW.AMAZON.CO WA	37.76
06-29	06-25	24137466177501233196214	WESTLAKE HARDWARE #103 BEATRICE NE	19.96
07-08	07-07	24034546188001339884060	PHILLIPS 66 - U-STOP #9 LINCOLN NE	40.00
07-09	07-08	24692166189405722780638	AMAZON MKTPL*H75QT6JW3 AMZN.COM/BILL WA	312.79
07-10	07-09	24692166190406478713358	AMAZON MKTPL*MD0IT0XC3 AMZN.COM/BILL WA	572.80
07-14	07-13	24692166194400543514434	AMAZON MKTPL*Z445L79E3 AMZN.COM/BILL WA	58.99
07-14	07-13	24692166194400585949365	AMAZON MKTPL*P76B31AB3 AMZN.COM/BILL WA	34.14
07-16	07-15	24692166196402433456310	AMAZON MKTPL*JW5VP7YH3 AMZN.COM/BILL WA	180.12
07-16	07-15	24692166196402458840497	AMAZON MKTPL*OY3PR6053 AMZN.COM/BILL WA	12.34
07-20	07-18	24692166199405538698485	AMAZON MKTPL*CN8YH8QF3 AMZN.COM/BILL WA	15.68
07-24	07-22	24137466204501194529491	WESTLAKE HARDWARE #103 BEATRICE NE	47.98

TODD HALVORSEN	Purchases	\$776.63	Total Activity	\$776.63
Account Number: 4866 9110 0030 0932	Cash Advances	\$0.00		
Unique ID: XXXX XXXX XXXX 8289	Cash Advances Fees	\$0.00		
	Credits	\$0.00 CR		

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-07	07-06	24692166187403710154967	AMAZON MKTPL*3L4NK84L3 AMZN.COM/BILL WA	113.88
07-07	07-07	24692166188404149667396	AMAZON MKTPL*ES6O33DA3 AMZN.COM/BILL WA	17.25
07-13	07-10	24692166191407868825207	AMAZON MKTPL*4Y3EG2H03 AMZN.COM/BILL WA	628.41
07-20	07-17	24692166198404290864097	AMAZON MKTPL*AB4H69483 AMZN.COM/BILL WA	17.09
			Department: 00000	Total: \$2,190.36
			Division: 00000	Total: \$2,190.36



Bohling, Emily <ebohling@lewistonschool.net>

Ordered: 40 "Universal Chromebook..."

1 message

Amazon.com <auto-confirm@amazon.com>
To: ebohling@lewistonschool.net

Mon, Jul 6, 2026 at 1:21 PM

**Your Orders****Thanks for your order!****Ordered****Shipped****Out for delivery****Delivered****Arriving Saturday****Ebohling - LEWISTON, NE - On behalf of Lewiston Consolidated School**

Order # 114-8635083-0019405

PO# MC63

[View or edit order](#)

Universal Chromebook Charger USB ...

Quantity: 40

\$14³²

Grand Total:

\$572.80



Details for Order #113-5633516-5725014

Order Placed: July 6, 2026

Amazon.com order number: 113-5633516-5725014

Order Total: \$628.41

Not Yet Shipped	
Items Ordered	Price
1 of: Boao Desk Service Dinner Bell Metal Silver Call Bell and Double Side No Receptionist Sign Please Ring Sign for Service Assistance for Hotel School Restaurant Reception Area(Silver Bell) Sold by and invoiced on behalf of: Maitys (seller profile) Condition: New	\$12.99
1 of: Sand Timer, Sand Timers Colorful 1/3/5/10/15/30 Minutes Sandglass Timer with Protective Cover for Classroom Home Office Cooking (Pack of 6) Multicolor Sold by and invoiced on behalf of: Bengor Direct (seller profile) Business Price Condition: New	\$16.98
1 of: Amazon Basics 100-Pack AA Alkaline Batteries, 1.5 Volt, 10-Year Shelf Life, Reliable Sold by and invoiced on behalf of: Amazon.com Condition: New	\$25.99
5 of: GBC Thermal Laminating Film Roll, 2 Pack, NAP I, 1" Poly-In Core, 1.5 Mil Laminate Rolls, 25" x 500', School Lamination (3000004) Sold by and invoiced on behalf of: Amazon (seller profile) Business Price Condition: New	\$56.04
5 of: Business Source Fold-Back Binder Clips, Black, Large (Pack of 12) Sold by and invoiced on behalf of: Amazon (seller profile) Business Price Condition: New	\$2.86
1 of: Aimoh 9 X 12 Self-Seal Brown Kraft Catalog Mailing Envelopes - 28lb - 100 Count, 9x12 Inch (38300) Sold by and invoiced on behalf of: Quality Business Products (seller profile) Seller Credentials: 889 Certification , Registered Small Business , Classified Small Business - SBA Standard Condition: New	\$18.29
1 of: GoTiling Cork Board for Walls - 8 Pack Felt Pin Board Bar Strips - Self-Adhesive Lightweight Bulletin Board - Cork Board for Office with 40 Push Pins No Damage for Wall Sold by and invoiced on behalf of: GoTiling®-US (seller profile) Condition: New	\$9.49
1 of: Oterri Clear Writing Desk Pad, 24"x17" Heat Resistant Waterproof PVC Round Edge Durable Desk Protect Mat, Anti-Static Writing Mat Table Protector Sold by and invoiced on behalf of: Oterri (seller profile) Business Price Condition: New	\$15.99
1 of: Blue Sky Day Designer 2026-2028 Monthly Academic Year 24 Month Planner Calendar, July 2026 - June 2028, 8.5" x 11&q uot;, Flexible Cover, Stapled Binding, Orange Blossom Mint Sold by and invoiced on behalf of: Day Designer (seller profile)	\$9.49

Seller Credentials: [889 Certification](#), Classified Small Business - SBA Standard

Business Price

Condition: New

1 of: Teenyyou 6 Pack 8" x 10" Clear Acrylic Literature Shield for 8.5" x 11" Brochure Magazine Holders Clear Brochure Holders Shield to Keep Papers from Falling Forward for Market Store Shopping Office \$27.99

Sold by and invoiced on behalf of: YiTray ([seller profile](#))

Business Price

Condition: New

1 of: (18 Pads) Pop Up Sticky Notes 3x3 Refills, Strong Adhesive Memo Pad Bulk with 9 Bright Colors, Suitable for Home, Office, School, Clean Removal \$8.54

Sold by and invoiced on behalf of: TKTB US ([seller profile](#))

Business Price

Condition: New

1 of: Teenyyou 12 Pack 8" x 10" Clear Acrylic Literature Shield for 8.5"x11" Brochure Magazine Holders Clear Brochure Holders Shield to Keep Papers from Falling Forward for Market Store Shopping Office \$49.99

Sold by and invoiced on behalf of: YiTray ([seller profile](#))

Business Price

Condition: New

1 of: SUNEE Manilla Envelops, 10"x13" Brown Kraft Envelopes with Clasp Closure, 28-lb Paper Mailing Envelopes, 100 Count Great for Filing, Storing or Mailing Documents \$21.99

Sold by and invoiced on behalf of: Sunee Merchants ([seller profile](#))

Seller Credentials: [889 Certification](#)

Condition: New

6 of: Business Source Paper Clips, Jumbo, .041 Wire Gauge, 1000/ Pack, 41 Mile (65639) \$9.71

Sold by and invoiced on behalf of: Amazon ([seller profile](#))

Business Price

Condition: New

1 of: Amazon Basics Sturdy Binder Clips, Office Supplies, Small 0.75 in, Document Organizing, School Supplies, Black, 144 Count \$6.11

Sold by and invoiced on behalf of: Amazon ([seller profile](#))

Condition: New

2 of: BIC Wite-Out Brand Shake 'n Squeeze Correction Pen, 8 ML Correction Fluid, School Supplies for Students and Teachers, Fast and Precise, 4-Count Pack in White, Kimura Takuya / Narimiya Hiroki / Hasegawa Kyoko / Yamada Yu \$9.42

Sold by and invoiced on behalf of: Amazon ([seller profile](#))

Condition: New

1 of: 2026-2027 Monthly Planner - 18 Months Calendar from July 2026 - December 2027, Monthly Planner 2026-2027 Easy to Organize \$7.59

e Your Daily Life, 7" x 10", Beige

Sold by and invoiced on behalf of: Getvow ([seller profile](#))

Business Price

Condition: New

1 of: 2026-2027 Monthly Planner - 18 Months Calendar from July 2026 - December 2027, Monthly Planner 2026-2027 Easy to Organize \$7.59

e Your Daily Life, 7" x 10", Green

Sold by and invoiced on behalf of: Getvow ([seller profile](#))

Business Price

Condition: New

3 of: Business Source Paper Clips, Size 1, Regular, .033 Wire Gauge, 100/Box, 10 Boxes Total

\$5.93

Sold by and invoiced on behalf of: Amazon ([seller profile](#))

Business Price

Condition: New

Shipping Address:

Shannon Burgett
306 TIGER AVE
LEWISTON, NE 68380-0136
United States

Shipping Speed:

Consolidated Shipping in fewest deliveries

Payment information

Payment Method:

Visa | Last digits: 0932

Item(s) Subtotal: \$628.41

Shipping & Handling: \$0.00

Billing address

Shannon Burgett
306 TIGER AVE
LEWISTON, NE 68380-0136
United States

Total before tax: \$628.41

Estimated Tax: \$0.00

Grand Total: \$628.41

To view the status of your order, return to [Order Summary](#).

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July 2026 Expenses

Lunch Fund		
Bank Card	PCI Fee	\$189.75
Bank Card	Monthly fee	\$182.58
		\$372.33

Activity Fund		
Supreme Court Basketball	Boys BB Summer League	\$375.00
Syracuse High School	Boys BB Team Camp	\$150.00
Katelyn Sanders	NCA Membership Registration	\$60.00
Freeman Schools	Boys BB Team Camp	\$180.00
Lincoln Luthern	Boys BB Team Camp	\$250.00
Parkview Christian	Football Camp	\$50.00
Hauffs	6 FB Helmets/25 knee pads	\$2,248.75
BMI	Annual Music Rights played at activities	\$192.29
SCC - Carolyn Campbell	Boys BB Camp (2 players)	\$60.00
		\$3,566.04

MONTHLY FINANCIAL REPORT

Payroll and Bills Breakdown (July)

	2023-2024	2024-2025	2025-2026
GF Bills Payable	\$62,307	\$70,207	\$88,212
GF Payroll	\$237,109	\$241,232	\$261,141
Total GF Expenses	\$299,416	\$311,439	\$349,353
Expense Running Total	\$3,852,064	\$4,263,935	\$4,585,527

Total Expenses (Three Year Comparison)

Month	2023-2024	2024-2025	2025-2026
September	\$517,270	\$456,219	\$506,479
October	\$392,957	\$424,805	\$451,285
November	\$375,235	\$406,791	\$416,009
December	\$332,842	\$369,030	\$394,428
January	\$312,763	\$379,686	\$448,756
February	\$346,866	\$367,220	\$416,690
March	\$335,022	\$426,903	\$459,776
April	\$319,572	\$376,590	\$409,784
May	\$331,731	\$375,516	\$391,428
June	\$288,389	\$369,735	\$341,539
July	\$299,416	\$311,440	\$349,353
August	\$407,789	\$344,739	
Total Through July	\$3,852,064	\$4,263,935	\$4,585,527

Percent of Budget Spent

	23-24	24-25	25-26
Monthly Expense Totals	\$299,416	\$311,439	\$349,353
Running Expense Totals	\$3,852,064	\$4,263,935	\$4,585,527
Annual budget	\$3,991,432	\$4,235,228	\$4,717,279
Remaining Total	\$139,368	-\$28,707	\$131,752
% Spent	96.51%	100.68%	97.21%
% Remaining	3.49%	-0.68%	2.79%

General Fund Revenue (Three Year Comparison)

Month	2023-2024	2024-2025	2025-2026
September	\$557,568	\$571,038	\$346,985
October	\$240,690	\$196,041	\$126,018
November	\$108,981	\$88,111	\$180,768
December	\$165,182	\$475,538	\$188,748
January	\$869,446	\$521,580	\$715,277
February	\$397,708	\$731,368	\$722,120
March	\$246,406	\$260,245	\$143,215
April	\$258,169	\$246,936	\$169,379
May	\$866,772	\$1,016,168	\$953,578
June	\$258,640	\$272,284	\$180,929
July	\$83,716	\$70,376	\$1,104,354
August	\$61,977	\$64,511	
Running Total	\$4,115,255	\$4,514,196	\$4,831,371

Reconciled Cash Balances (July)

	2023-2024	2024-2025	2025-2026
General	\$1,279,965	\$1,056,590	\$1,040,560
Depreciation	\$338	\$341	\$343
Activity Fund	\$12,824	\$11,834	\$7,484
Nutrition	\$11,775	\$36,566	\$18,389
Building	\$216,844	\$84,768	\$249,394
QCPUF	\$13,448	\$13,571	\$107,662
Funds Total	\$1,535,194	\$1,203,670	\$1,423,832

JULY 2026 OTHER FUNDS BALANCE

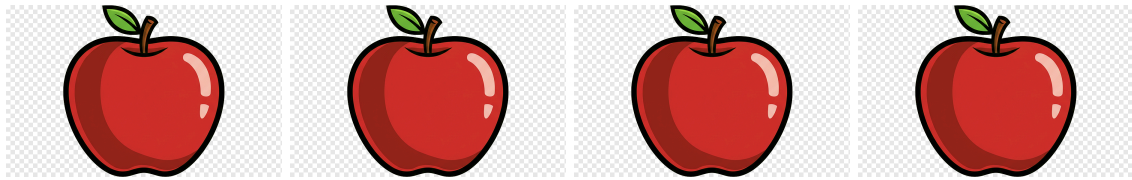
Other Funds	Beg. Bal	Budget			Balance
QCPUF	\$13,571	\$134,000	Expend.	\$118,384	\$107,662
			Revenue	\$212,475	
Building Fund	\$84,768	\$2,060,600	Expend.	\$570,326	\$249,394
			Revenue	\$734,952	
Depreciation	\$341	\$350	Expend.	\$10	\$343
			Revenue	\$12	
Activity Account	\$11,834	\$150,000	Expend.	\$98,922	\$7,484
			Revenue	\$94,572	
Lunch Account	\$36,566	\$236,039	Expend.	\$192,993	\$18,389
			Revenue	\$174,816	

JULY 2025 OTHER FUNDS BALANCE

Other Funds	Beg. Bal	Budget			Balance
QCPUF	\$13,447	\$13,659	Expend.	\$0	13,562
			Revenue	\$124	
Building Fund	\$216,833	\$1,783,807	Expend.	\$878,521	85,600
			Revenue	\$746,456	
Depreciation	\$338	\$61,706	Expend.	\$10	341
			Revenue	\$13	
Activity Account	\$12,824	\$217,180	Expend.	\$99,373	8,668
			Revenue	\$98,383	
Lunch Account	\$11,776	\$225,270	Expend.	\$187,753	64,350
			Revenue	\$212,543	

Revenue Summary Report - July Revenue					
Account Number	Description	Month	Last Year	To Date	YTD Last Year
01 1100	Property Taxes	20,659.11	11,547.51	1,465,720.15	1,768,548.04
01 1125	Motor Vehicle Taxes	6,408.35	5,004.98	94,068.54	93,173.37
01 1510	Interest On Investments	205.90	138.08	7,015.72	7,921.42
01 1911	Local License Fees	0.00	0.00	195.79	199.36
01 2110	County Fines & License Fees	642.13	156.55	3,720.47	2,751.78
01 2130	Other County Receipts	0.00	0.00	56.87	12.00
01 2210	ESU Receipts	202.13	0.00	6,453.39	6,755.52
01 3110	State Aid	0.00	0.00	591,574.00	672,463.00
01 3120	Special Education	0.00	0.00	213,023.00	253,813.00
01 3130	Homestead Exemption	2,789.81	3,433.54	13,949.05	17,167.70
01 3131	Relief To Taxpayers	(44.26)	0.00	984,479.26	1,064,067.42
01 3180	Pro Rate Motor Vehicles	1,013.93	1,251.91	3,223.12	6,531.39
01 3400	State Apportionment	395.81	266.55	39,192.17	58,110.98
01 3535	Payments/high Ability Learner	0.00	0.00	3,574.00	3,583.00
01 3551	Career Education (CTE)	7,500.00	0.00	7,500.00	0.00
01 3990	Other State Receipts	0.00	0.00	0.00	25,527.23
01 4105	UNIVERSAL SERVICE FUND (E-RATE)	0.00	0.00	0.00	10,104.00
01 4310	R E A P Grant	0.00	0.00	37,184.00	32,101.00
01 4416	IDEA Part C Planning Regina Team (PRT)	0.00	0.00	0.00	1,534.38
01 4505	Fiscal Year Funds-title I	0.00	37,054.00	0.00	78,107.00
01 4516	IDEA BASE AGE 3-5	0.00	0.00	2,169.00	0.00
01 4518	IDEA Part B (611) Base & Enrollmt Poverty	0.00	0.00	95,478.00	44,043.00
01 4525	Voc-Ed-fed-Share	0.00	0.00	0.00	300.00
01 4708	Medicaid in Public Schools	283.00	0.00	3,973.76	958.65
01 4709	Medicaid	0.00	0.00	393.51	1,647.80
01 4969	Title IV-A	0.00	10,000.00	0.00	20,000.00
01 4998	ESSER III	0.00	0.00	0.00	148,052.00
01 5150	TAX ANTICIPATION NOTES	1,062,750.00	0.00	1,062,750.00	0.00
01 5200	Transfers From Other Fund	0.00	0.00	0.00	65,855.01
01 5600	Other Non-revenue Receipt	0.00	0.00	364.00	240.88
01 5690	OTHER NON-REVENUE RECEIPTS	1,547.96	1,523.19	57,407.87	60,071.80
01 6301	CLSD Grant	0.00	0.00	77,904.00	0.00
01 6990	Other Federal Programs	0.00	0.00	0.00	6,044.02
01 9003	INTERFUND LOAN FROM SPECIAL BLDG	0.00	0.00	60,000.00	(65,855.01)
		1,104,353.87	70,376.31	4,831,369.67	4,383,829.74

Lewiston Schools		25-26 Monthly Expense Summary					
Fund	Function					Budget Spent	
		Jul-26	YTD	25-26 Budget	Available		
1100	REGULAR INSTRUCTIONAL PROGRAMS	161,557.97	2,104,516.87	\$ 2,241,904.00	\$ 137,387.13	94%	
1200	SPECIAL EDUCATION INSTRUCTIONAL	18,006.37	340,606.91	\$ 411,860.00	\$ 71,253.09	83%	
1291	Age 3-5 SP ED SVC	0.00	4,888.50	\$ -	\$ (4,888.50)	0%	This is SPED reimbursable
2120	GUIDANCE SERVICES	18,292.69	76,593.66	\$ 89,486.00	\$ 12,892.34	86%	
2141	Psychological Svc - High School	0.00	48,884.36	\$ 40,000.00	\$ (8,884.36)	122%	This is SPED reimbursable
2151	SPED SVC HS (AUDIO/SPCH)	1,252.44	66,890.67	\$ 40,000.00	\$ (26,890.67)	167%	This is SPED reimbursable
2161	SA OCCUPATIONAL SVC	585.26	12,715.08	\$ 13,000.00	\$ 284.92	98%	This is SPED reimbursable
2162	AGE 3-5 OT SVC	0.00	0.00	\$ 150.00	\$ 150.00	0%	This is SPED reimbursable
2163	Age 0-2 Ot Service	0.00	0.00	\$ -	\$ -	0%	This is SPED reimbursable
2171	SA PHYS THERAPY SVC	0.00	3,010.66	\$ 2,750.00	\$ (260.66)	109%	This is SPED reimbursable
2172	AGE 3-5 PT SVC	0.00	0.00	\$ 2,500.00	\$ 2,500.00	0%	This is SPED reimbursable
2173	AGE 0-2 PT SVC	0.00	0.00	\$ 500.00	\$ 500.00	0%	This is SPED reimbursable
2213	SCHOOL IMPROVEMENT	0.00	9,781.90	\$ 5,500.00	\$ (4,281.90)	178%	
2220	Library Media Services	10,654.16	80,631.92	\$ 74,232.00	\$ (6,399.92)	109%	
2310	BOARD OF EDUCATION	17,064.25	143,925.04	\$ 119,100.00	\$ (24,825.04)	121%	
2320	EXECUTIVE ADMINISTRATION	22,123.36	240,358.86	\$ 268,920.00	\$ 28,561.14	89%	
2330	Legal Services	6,285.00	45,217.12	\$ 40,000.00	\$ (5,217.12)	113%	
2410	OFFICE OF PRINCIPAL	15,932.66	181,484.89	\$ 203,100.00	\$ 21,615.11	89%	
2510	GENERAL ADMIN-BUSINESS SERVICE	3,002.24	42,752.19	\$ 42,000.00	\$ (752.19)	102%	
2580	Administrative Technology	102.57	1,145.03	\$ 1,400.00	\$ 254.97	82%	
2610	Operation of Buildings	20,509.68	188,389.87	\$ 245,908.00	\$ 57,518.13	77%	
2620	Maintenance of Bldg	6,278.13	147,220.05	\$ 116,000.00	\$ (31,220.05)	127%	
2630	CARE AND UPKEEP OF GROUNDS	0.00	1,180.00	\$ 800.00	\$ (380.00)	148%	
2710	Vehicle Operation	10,316.71	375,085.62	\$ 330,956.00	\$ (44,129.62)	113%	
2730	Vehicle Svc & Maint	6,712.39	38,602.07	\$ 49,000.00	\$ 10,397.93	79%	
3100	FOOD SERVICE OPERATIONS	0.00	12,353.95	\$ 4,000.00	\$ (8,353.95)	309%	This is Lunch fund reimbursable
3535	High Ability Learning	592.22	6,720.35	\$ 7,265.00	\$ 544.65	93%	
3540	STATE EARLY CHILDHOOD	13,165.57	200,267.43	\$ 223,621.00	\$ 23,353.57	90%	
6200	Federal Services - Title I	9,322.34	104,112.22	\$ 102,527.00	\$ (1,585.22)	102%	
6301	Comp Literacy State Dev Grant	0.00	77,904.00	\$ -	\$ (77,904.00)	0%	New code for Literacy Grant
6406	IDEA PRESCHOOL(619) BASE ALLOC	0.00	1,046.32	\$ 2,000.00	\$ 953.68	52%	
6408	IDEA	2,869.81	27,261.38	\$ 38,800.00	\$ 11,538.62	70%	
9000	NON-PROGRAM EXPENDITURES	3,209.64	69,440.29	\$ -	\$ (69,440.29)	0%	This is Lunch fund reimbursable
01	GENERAL FUND	347,835.46	4,652,987.21	\$ 4,717,279.00	\$ 64,291.79		



Principal's Report

Board of Education Meeting – August 2026

The 2026-2027 school year is off to a great start. All staff officially returned on Thursday, and we have spent the past several days preparing for a successful school year. Our professional development days provided opportunities for staff to learn, collaborate, and prepare for the changes and initiatives we have planned for this year.

Professional Development & Staff Preparation

During our opening professional development days, staff participated in training and planning in several important areas:

- **New Math Curriculum:** Teachers received professional development on our new math curriculum and began planning for implementation.
- **Character Strong:** Staff participated in Character Strong training as we continue to focus on building positive relationships, student character, and social-emotional skills.
- **New Website Platform:** Staff were introduced to our new website platform and discussed expectations for keeping information current and accessible to families.
- **Science of Reading:** 4th-12th teachers continued their professional learning with **TNTP** as we implement the Science of Reading and strengthen literacy instruction across grade levels. We also were invited into the 4th-6th WORDS grant program for next year. It will be similar to our K-3 program we did a few years ago. We are so excited for this opportunity!
- **7th & 8th Grade ELA Block Time:** Junior high ELA teachers participated in professional development with ESU4 focused on utilizing block time effectively to maximize instructional opportunities for students. 7th-8th grade students are getting two 50 minute back-to-back times for ELA this year. This will be a great opportunity for the students and teachers to have consistent learning experiences.
- **Instructional Planning Guide (IPG):** Staff reviewed updates to the IPG and discussed expectations for using the guide to support instructional planning and consistency. ESU4 will be doing K-3 IPGs for their grant data and I will be doing 4-12 for our grant data (with Mrs. Wehrbein's assistance).

- **Advisory Expectations:** We met with our 9-12 teachers to establish clear expectations and procedures for Advisory time. The goal is to make this time meaningful and productive for students by providing opportunities for academic support, organization, intervention, and college and career readiness.
- **CPR Training:** Staff members completed CPR training to ensure we continue to maintain a safe environment for our students and staff.
- **Med-Aide Training:** Staff participated in required med-aide training and reviewed procedures for supporting students with medical needs.
- **Coaches/Sponsors Meeting:** Mr. Halvorsen met with coaches and activity sponsors to review expectations, procedures, communication, supervision, and responsibilities for the upcoming school year.
- **PreK & Head Start Collaboration:** Our PreK teachers and paraprofessionals met with Head Start staff to strengthen communication and collaboration and ensure a smooth transition and strong partnership for our youngest students.
- **New School Psychologist:** Special education staff and myself had the opportunity to meet our new school psychologist and learn more about the support and services that will be available to students and staff this year.
- **Meeting with paraprofessionals:** Paraprofessionals were given their job descriptions and I went over their evaluation form for this year.

Classroom & Building Preparation

Teachers and staff have been busy preparing their classrooms and learning environments for students. Classrooms have been organized, materials prepared, bulletin boards updated, and instructional spaces arranged so that we are ready to welcome students back.

We will be focusing a lot on attendance this year. We will be doing some challenges between grades and advisory groups. Shannon is working on bulletin boards to keep students updated on their class/advisory groups attendance. Remember, we will be getting a \$5000 grant to help provide support for attendance. Building relationships is the best way to increase attendance, so we will be focusing on this and also communication with parents on attendance.

Discipline & Office Referral Procedures

We also spent time reviewing our office referral and discipline flowchart (handout will be available at the board meeting). The goal is to establish a clear, consistent process for handling student behavior concerns and determining when an issue should be addressed in the classroom, when a student needs a brief cooling-off period, and when administrative involvement is necessary.

We discussed the importance of communication between teachers, the office, and administration so that staff know what to expect when a student is sent to the office. Having a consistent process will help us respond to behavior concerns efficiently while ensuring that students receive appropriate support and that classroom instruction is interrupted as little as possible.

Looking Ahead

There has been a great deal of preparation and collaboration during our opening days, and I appreciate the time and effort our staff have put into getting ready for the new school year. We have several new initiatives and expectations this year, but our focus remains on providing a safe, supportive, and academically strong environment for every student.

I am excited about the start of the 2026-2027 school year and look forward to working with our staff, students, families, and community.



LEWISTON CONSOLIDATED SCHOOL

STRATEGIC PLAN FRAMEWORK
2026-2031





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LEWISTON CONSOLIDATED SCHOOL

SUPERINTENDENT

Todd Halvorsen

BOARD OF EDUCATION

Aaron Rule

Linda Searcey

Rae Lynne Bredemeier

Sharon Mencl

Julie Stake

Tyler Wehrbein

CURRENT MISSION STATEMENT

Empowering students to become confident and creative builders of their future.

**STRATEGIC OVERVIEW COMMITTEE
PROPOSED
MISSION STATEMENTS**

1. Lewiston Consolidated Schools, Empowering students in small learning communities to build confident, creative, successful individuals.
2. Lewiston Consolidated schools and communities are committed to educating our students to be respectful, responsible, productive members of society, empowering them to become confident and create builders of their futures.
3. Empowering students to become confident and creative masters of their future and productive members of their communities by fostering a competitive academic environment, a love of learning, and meaningful relationships.
4. At Lewiston, our mission is to empower all students to become confident, creative, and community-minded society members through excellent academic and social-emotional education.
5. Empowering students in building confidence as lifelong learners in the community.

STRATEGIC PLAN FRAMEWORK

Purpose of the Framework

Through the engagement of students, parents, staff, administrators, and community via online surveys and in-person meetings, the needs of Lewiston Consolidated School (LCS) were identified and categorized into ten Guiding Principles of a high-functioning school district. (For more information and a look at the data, please see the Lewiston Consolidated School Needs Analysis and Data Addendum.) This resulting Strategic Plan Framework is the first step in creating a plan of action to address the district's identified needs. The action items to follow align to the data gathered, as well as extant data available about the community and school district. This use of local data ensures that the strategic plan is custom designed to address challenges specific to LCS. Through purposeful implementation and commitment to collective development, this Framework defines the path to creating a more connected and high-achieving school district.

Utilization of the Strategic Plan Framework

This Strategic Plan represents a collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below create the path toward reaching the 2026-2031 benchmarks for student learning. However, meeting benchmarks is dependent upon more than the simple design of the framework—there must be dedication, at every level, to the consistent and effective implementation of the specific Strategies and Action Steps, as well as intentional work to integrate the Strategic Plan into the district's day-to-day operations.

Definitions of Framework Terms

Guiding Principles of Focus

The Guiding Principles of Focus highlight the areas LCS will build upon in year one to support the mission and vision of the school district.

Objective

The Objective states the area of focus and outcomes that LCS will achieve.

Strategy

The Strategy provides details of how the objective will be met.

Action Steps

The Action Steps identify specific tasks, assignments, or action(s) staff will follow to realize the stated Objective and Strategy.

GUIDING PRINCIPLES

The ten Guiding Principles of the NASB Strategic Planning Process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Standards for Effective Board Governance. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

Academic Learning and Success	A balanced learning process that includes instructional methods to improve learning and growth for each student.
Student-Centered Learning Environment	A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.
Cultural Inclusion and Engagement	The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.
District/Building Culture & Climate	Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.
Personnel Effectiveness	Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.
Social-Emotional and Mental Health Well-Being	Social-emotional and mental health well-being of students and staff is a critical component of a high-functioning school district.
Access to Educational Opportunities	Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.
Family and Community Partnerships	Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.
District Resources	District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.
Board Governance	Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

NASB STANDARDS OF EFFECTIVE BOARD GOVERNANCE

To promote student growth and achievement, an effective school board will adopt and adhere to board leadership and governance standards.

1. MISSION, VISION, AND GOALS

The board annually reviews the mission, annually adopting board and district goals to support the long-term vision.

2. POLICY GOVERNANCE

The board annually reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student success.

3. STAKEHOLDER AND COMMUNITY ENGAGEMENT

The board establishes effective communication with internal and external stakeholders to promote the district's image and to build and sustain long-term partnerships that serve education.

4. ACCOUNTABILITY AND STUDENT ACHIEVEMENT

The board continuously monitors the progress of district goals, utilizing data to support growth and promote shared accountability for maximizing student success.

5. ADVOCACY

The board advocates for public education and learning to support student success.

6. DISTRICT RESOURCES

The board aligns and manages district resources in a responsible manner to promote growth of student success.

7. BOARD OPERATIONS

The board ensures meetings are effective, efficient, and orderly, focused on policy and proper board governance and conduct.

8. BOARD-SUPERINTENDENT RELATIONS

The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student success.

9. PROFESSIONAL DEVELOPMENT

The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

GUIDING PRINCIPLES OF FOCUS

The identified Guiding Principles of Focus are targeted within the plan based upon multiple data points collected throughout the assessment phase of the NASB Strategic Planning Process. Data collection included stakeholder engagement through the Strategic Overview Committee (SOC) meeting, a community meeting, and online surveys of LCS' stakeholders. Through data analysis, the NASB Board Leadership Team developed overarching objectives and specific strategies consistent with the needs presented through stakeholder engagement.

LEWISTON CONSOLIDATED SCHOOL

Academic Learning & Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Personnel Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Board Governance

Effective board practice based on objective governance standards ensures accountability focused on growth and student achievement.

ACADEMIC LEARNING AND SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Objective 1: Establish coherent instructional and curriculum systems that ensure staff are well-prepared and supported to effectively implement district priorities and improve student success.

**Strategies below support 2024-2025 CIP Goal of improved math computation.*

Strategy 1.1: Adopt challenging, evidence-based curriculum for all subjects and grade levels to support effective instruction and academic rigor and promote student success.

Recommended Action Steps:

- a) Identify and present for board adoption a challenging, standards-aligned curriculum for all subject areas. (*Board Governance, District Resources, Access to Educational Opportunities*)
- b) Implement a systematic, data-informed curriculum review process, ensuring curriculum is aligned to standards and meets the learning needs of students. (*Student-Centered Learning Environment, Access to Educational Opportunities*)
- c) Evaluate the quality and rigor of curriculum using assessment results and classroom data to ensure it supports learning opportunities for all students. (*Student-Centered Learning Environment, Access to Educational Opportunities*)

Strategy 1.2: Ensure curriculum is both vertically and horizontally aligned and offers scope and sequence so all students experience a coherent, rigorous progression of learning across grade levels and content areas.

Recommended Action Steps:

- a) Ensure horizontal and vertical curriculum alignment across all subject areas and grade levels to provide a coherent, rigorous progression of learning across grade levels and content areas.
- b) Ensure curriculum offers scope and sequence, clearly outlining the progression of learning objectives across all grade levels and content areas.
- c) Provide professional development and opportunities for teacher collaboration focused on curriculum alignment and scope and sequence to improve instructional consistency and better support student success. (*Personnel Effectiveness, District Resources*)

Strategy 1.3: Implement the district-adopted Danielson Instructional Framework with consistent expectations for instructional practice across all classrooms to support high levels of learning for every student.

Recommended Action Steps:

- a) Clearly define expectations for effective instruction using the district-adopted Danielson Instructional Framework.
- b) Provide professional development and opportunities for collaboration to equip staff to effectively integrate and implement the district-adopted Danielson Instructional Framework. (*Personnel Effectiveness, District Resources*)

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Objective 2: To ensure staff are well prepared, supported, and accountable through clear communication, aligned systems, and consistent processes that enable effective implementation of district priorities and improved student outcomes.

Strategy 2.1: The Board of Education and district administration will ensure that all staff, especially staff who have been in the district less than three years, are supported through cohesive onboarding, consistent communication, and clearly defined systems and expectations.

Recommended Action Steps:

- a) Administration and appropriate staff will develop and implement a multi-year onboarding and mentorship framework that supports certified and classified staff during their first three years in the district. (*Academic Learning and Success*)
- b) Administration will clearly communicate and consistently implement aligned district systems, processes, and expectations across buildings, embedding key structures such as MTSS, curriculum review, the instructional framework, professional development calendars, plan days, and district programming into onboarding and ongoing staff communication. (*District/Building Culture and Climate*)
- c) Administration and staff will utilize data to guide professional learning, support staff wellness, and align instructional and professional development to staff and student needs in collaboration with appropriate specialists, including the school psychologist. (*Academic Learning and Success*)

Strategy 2.2: Administration will regularly evaluate and refine professional development practices to ensure a coherent, structured, and relevant annual professional learning plan that supports instructional quality and improves student success.

Recommended Action Steps:

- a) Administration will strengthen staff collaboration time by focusing collaboration on effective instructional practices aligned to the district instructional framework. (*District/Building Culture and Climate, Social-Emotional Mental Health and Well-Being*)
- b) Administration will clearly define staff roles, responsibilities, and expectations related to implementation and follow-through of school improvement goals.
- c) Administration will monitor progress toward school improvement goals through regular check-ins, review of relevant data, and evidence of implementation, using results to provide feedback, support, and adjustments as needed.

BOARD GOVERNANCE

Effective board governance ensures accountability focused on growth and student learning.

Objective 3: Establish and build upon effective governance practices that support personnel effectiveness, student achievement and long-term sustainability of the district.

Strategy 3.1: Provide effective governance that prioritizes academic excellence and continuous improvement in student learning.

Recommended Action Steps:

- a) Board members, in partnership with the Superintendent, prepare for board meetings through review of weekly updates, and any additional materials distributed between board meetings.
- b) The board will utilize meeting agendas to maintain a focus on student learning and ensure alignment with district goals, priorities, and the strategic plan.
- c) The board will allocate district resources and approve calendar, receiving regular reports from administration regarding implementation of professional development within the classroom and certified staff feedback on effectiveness. (*Personnel Effectiveness*)
- d) The board will receive occasional staff updates to increase understanding of student learning. Potential topics to consider: curriculum implementation and alignment, MTSS. (*Academic Learning and Success*)

Strategy 3.2: Ensure board oversight and governance practices support the immediate and long-term needs of the student learner and the district.

Recommended Action Steps:

- a) Develop and commit to an effective committee structure that sustains the work of the board while enabling board members to dedicate the necessary time to fully understand, discuss, and evaluate issues before they become agenda items. Immediate attention to establishing both a Finance Committee and a Curriculum Committee should be considered.
- b) Conduct consistent policy review at monthly meetings to ensure district policies provide clear expectations, support effective practice, and promote accountability across the district.
- c) Participate in regular, purposeful professional development to strengthen effective governance and support district improvement efforts.
- d) Complete a board self-assessment to better understand possible areas of focus to increase meeting effectiveness.
- e) Prioritize the development of short- and long-range facility plans while establishing and adhering to a clear process for updating, maintaining, and replacing infrastructure—including learning spaces, technology, and curriculum.
- f) Consider strategies to communicate facility plans to all stakeholder groups.

REMAINING GUIDING PRINCIPLES

STUDENT-CENTERED LEARNING ENVIRONMENT

Objective: To create a supportive, student-centered learning environment through consistent systems of academic, behavioral, and social-emotional support.

Strategy 1: Ensure consistent and effective implementation of Multi-Tiered Systems of Support (MTSS) across all grade levels to meet the academic and behavioral needs of every student.

Strategy 2: Strengthen behavior support systems and positive classroom relationships to support student engagement and well-being.

CULTURAL INCLUSION AND ENGAGEMENT

Objective: To develop and sustain a healthy, respectful, and safe learning environment that encourages all voices and perspectives.

Strategy 1: Implement targeted training that deepens staff understanding and enhances their ability to support students from underrepresented groups, specifically under-resourced students.

Strategy 2: Continue seeking opportunities to engage with under-resourced families in summer months.

DISTRICT/BUILDING CULTURE AND CLIMATE

Objective: To foster a cohesive district culture that promotes belonging, trust, and shared ownership among students and staff.

Strategy 1: Continue to build the culture through well-defined on boarding for new teachers and consistent expectations for students.

Strategy 2: Build upon implemented systems for staff collaborative work time, data-based decision making and district wide communication of mission.

SOCIAL-EMOTIONAL MENTAL HEALTH AND WELL-BEING

Objective: To promote and support staff and student mental well-being by fostering balance, connection, and access to appropriate resources.

Strategy 1: Establish consistent, districtwide systems that support student well-being through proactive resources and responsive supports, including resources from community partners.

Strategy 2: Consider necessary strategies to address concerns of bullying among students.

ACCESS TO EDUCATIONAL OPPORTUNITIES

Objective: To provide every student with high-quality educational opportunities that support achievement, personal growth, and readiness for post-secondary success.

Strategy 1. Continue efforts to build course offerings through partnerships.

Strategy 2: Enhance the HAL program by clearly defining requirements, supports, and processes to promote consistent understanding and access across the district.

Strategy 3: Conduct a periodic review/audit of current offerings to determine opportunities for growth and revision.

FAMILY AND COMMUNITY PARTNERSHIPS

Objective: To foster and maintain collaborative, trust-based relationships with stakeholders to advance the district's mission and strategic plan.

Strategy 1: Develop structured partnerships with local community members and organizations to enhance classroom learning with real-world experiences.

Strategy 2: Increase parent and guardian involvement by addressing participation barriers such as scheduling, transportation, language, and access to resources.

Strategy 3: Engage village leadership and internal/external stakeholders in structured collaborations that align resources, expertise, and initiatives to support student success and district goals.

DISTRICT RESOURCES

Objective: To optimize district systems and resources to promote effective instruction, maximize student learning, and sustain long-term success.

Strategy 1: Establish a short-term and long-term facilities plan that guides decision-making, maximizes efficient use of resources, and fosters fiscal accountability and stakeholder awareness.

Strategy 2: Continue efforts in assessing high and best use of resources as it relates to staffing and alignment of all funding strategies.

2001 Role of the Board of Education

The board of education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

1. Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

2. Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

3. Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

Adopted on: April 16, 2018

Revised on: January 15, 2026

Reviewed on: December, 2022

Lewiston Consolidated School

2025-28 Superintendent-Board Goals

Todd Halvorsen
Superintendent

Aaron Rule, President

Emily Bohling

Rae Bredemeier

Sharon Mencil

Linda Searcey

Julie Stake

Lewiston Consolidated School

2025-2028 Superintendent-Board Goals

The following superintendent goals reflect a summary of feedback received from the superintendent, the board of education, and principal during the goal planning retreat held on July 21, 2025. The board will support the success of the superintendent through committee and regular board meeting discussion, consideration, and action.

The superintendent will prioritize the goals according to urgency and impact. Updates will be presented to the board through board meetings. The reports will outline the superintendent's progress, success, and outcome of the identified goal presented.

Superintendent Strengths and Identified Priorities

- Engaged staff.
- Overall working environment is positive.
- Budget is in decent shape.

Identified Priorities:

- Policy review and adoption
- Student learning and achievement [review of current scores
- Advancing the curriculum and instruction
- Address facility needs, the ag building is particularly important to all patrons, board, and staff, we need to finish strong.

Goal I: Student Learning and Staff Leadership

Objective: To foster a culture of academic excellence, opportunity, and innovation to support high-quality instruction, and staff development to ensure the success of all students.

Strategy I. Lead initiatives to enhance student success, staff development, and operational efficiency to support the long-term success of the district.

Superintendent Performance Indicators:

- A. Review and evaluate the current staff development plan for the 2025–26 school year. Revise and implement targeted professional development strategies aligning with instructional priorities and support improving student outcomes.

Measured Action steps:

- Evaluate the current professional development plan by assessing the alignment with district instructional goals and student learning needs to support the 2025-26 school year.
- Develop a Professional Development Plan for the 2026-27 school year.
- Assess the current instructional framework and the adopted curriculum.
- Collect classroom data based upon teacher instructional needs, classroom observations, and student outcomes.

Timeline, Action Steps, and Data to support evidence of progress:

- B. [Building Principal Goal] Ensure the K-12 principal develops and implements an onboarding and mentoring program for new teachers that ensures a smooth transition into the school community, fosters professional growth, and improves teacher retention to be implemented with fidelity by the 2026-27 school year.

Measured Action steps:

- Collaborate with the K-12 principal to assess current onboarding and mentoring practices and identify areas for improvement.
- Assign the development of a structured onboarding program to the K-12 Principal. The plan will include orientation session, clear expectations, and introductions to key policies, instructional model, evaluation, applicable curriculum, and the district professional development plan for the coming year.

- Establish a mentoring framework that pairs each new teacher with an experienced mentor, with regular check-ins and support structures in place.
- Implement feedback mechanisms (e.g., surveys, focus groups) to monitor the effectiveness of the program and make data-informed adjustments.
- Evaluate outcomes annually, including teacher satisfaction, performance, and retention data, to inform program updates.

Timeline, Action Steps, and Data to support evidence of progress:

- C. Fall of 2025, the superintendent will collaborate with NASB and key stakeholders to develop and implement a strategic plan that supports a high-quality learning experience for students and families, strengthens the climate and culture of the district, and promotes the long-term sustainability of the Lewiston school and its community.

Measured Action steps:

- Work collaboratively with NASB to develop a timeline to ensure the final plan will be available to the administration and board by January 2026.
- Include the K-12 principal and School Improvement Team in the process.
- Support the facilitation of stakeholder engagement activities by NASB (e.g., surveys, focus group meetings) by December 2025 to identify key priorities related to teaching and learning, school climate, and community viability.
- Finalize and present the plan to the board for adoption by the February 2026 board meeting with implementation to begin in the 2026–2027 school year.

Timeline, Action Steps, and Data to support evidence of progress:

Student and Staff Leadership Board Goal:

The board will:

- Advocate and support the development of a comprehensive strategic plan to support the long-term growth and success of the school district. *Committee as a Whole*
- Engage with NASB to support the development of a marketing campaign to promote Lewiston Consolidated School to increase enrollment and support administration in attracting quality teachers to the school district.

- Ensure the district is in compliance with Rule 10 by distributed a District Annual Report. Place the report on the board meeting agenda for review. *[See attached NASB Marketing Proposal within the Strategic Plan Proposal.] Committee as a Whole*

Goal II: Budget Planning and Management

Objective: Develop and implement a transparent, student-centered budget planning and management process that aligns financial resources with district priorities, supports academic success, and ensures fiscal responsibility.

Strategy I. Establish a collaborative budget that is data-driven and allows for input from principal, board, and stakeholders. Prioritize resource allocation to support identified student needs, instructional goals, while monitoring expenditures through consistent reporting and accountability to the board through monthly board meeting reports.

Superintendent Performance Indicators:

- A. The superintendent will establish and sustain a transparent, student-focused budgeting process that:
 - clearly communicates budget priorities and the impact on student success to the board.
 - aligns all discretionary spending with the district's strategic priorities and continuous improvement initiatives.
 - actively pursues supplemental funding to supplement the operating budget; and
 - provides regular board meeting financial reports that provide comparative historical data, to-date spending summary compared to the current fiscal year budget, etc.

Timeline, Action Steps, and Data to support evidence of progress:

Budget Planning and Management Board Goals:

The board will:

- Consider and assess the value of appointing a Board Finance Committee to review monthly budget information prior to the regular board meeting. *Committee as a Whole*

- Discuss the value of a short-long term facility plan, including fiscal impact and maintenance priorities to ensure maintenance, upkeep, and supports a quality learning environment, and safe and secure facilities and grounds. *Committee as a Whole*

Goal III: Communication Leadership

Objective: Strengthen school-community relations by effectively promoting the district's story, fostering engaged communication, and building strong partnerships with internal and external stakeholders.

Strategy I: Enhance community engagement by implementing clear, consistent, and communication strategies that highlight the district's achievements, priorities, mission, and vision.

Superintendent Performance Indicators:

- A. The superintendent will lead a district-community engagement initiative anchored in the Strategic Planning process to establish and expand communication channels and collaborative partnerships with families, businesses, and local organizations to build trust and long-term support for Lewiston Consolidated School.

Timeline, Action Steps, and Data to support evidence of progress:

Measured Action steps:

- Launch the Strategic Planning process by October 2025, with clear strategies for community input and communication.
- Utilize the engagement of internal and external stakeholders to connect with the school-community (i.e., Strategic Overview Committee members, focus group meeting with patrons, local business leaders, and families).
- Establish formal partnerships with local organizations or businesses that support student learning, family engagement, and workforce development.
- Complete the Ag Building facility to support the advancement of learning opportunities.

Timeline, Action Steps, and Data to support evidence of progress:

Communication Leadership Board Goal:

The board will:

- Participate in and support community forums to promote transparency and partnership.
Committee as a Whole
- Develop and implement a Board Policy Review Schedule, ensuring all district policies are reviewed on a rolling 3-year basis. *[See NASB Policy Review Schedule] Policy Committee/Committee as a Whole*
- Monitor superintendent performance through goal-aligned evaluation twice per year, using agreed-upon metrics and timelines. *Committee as a Whole*

Lewiston Board Governance Goal

Board Goal: The board will utilize the adopted committee structure to foster a cohesive and collaborative working relationship with the superintendent, driving intentional and positive district-wide culture and climate to support improved instruction and student success. [Lewiston Committees: Negotiations, Policy, Budget/Finance, Buildings/Grounds/Technology and Transportation, American Civics/Curriculum Committee]

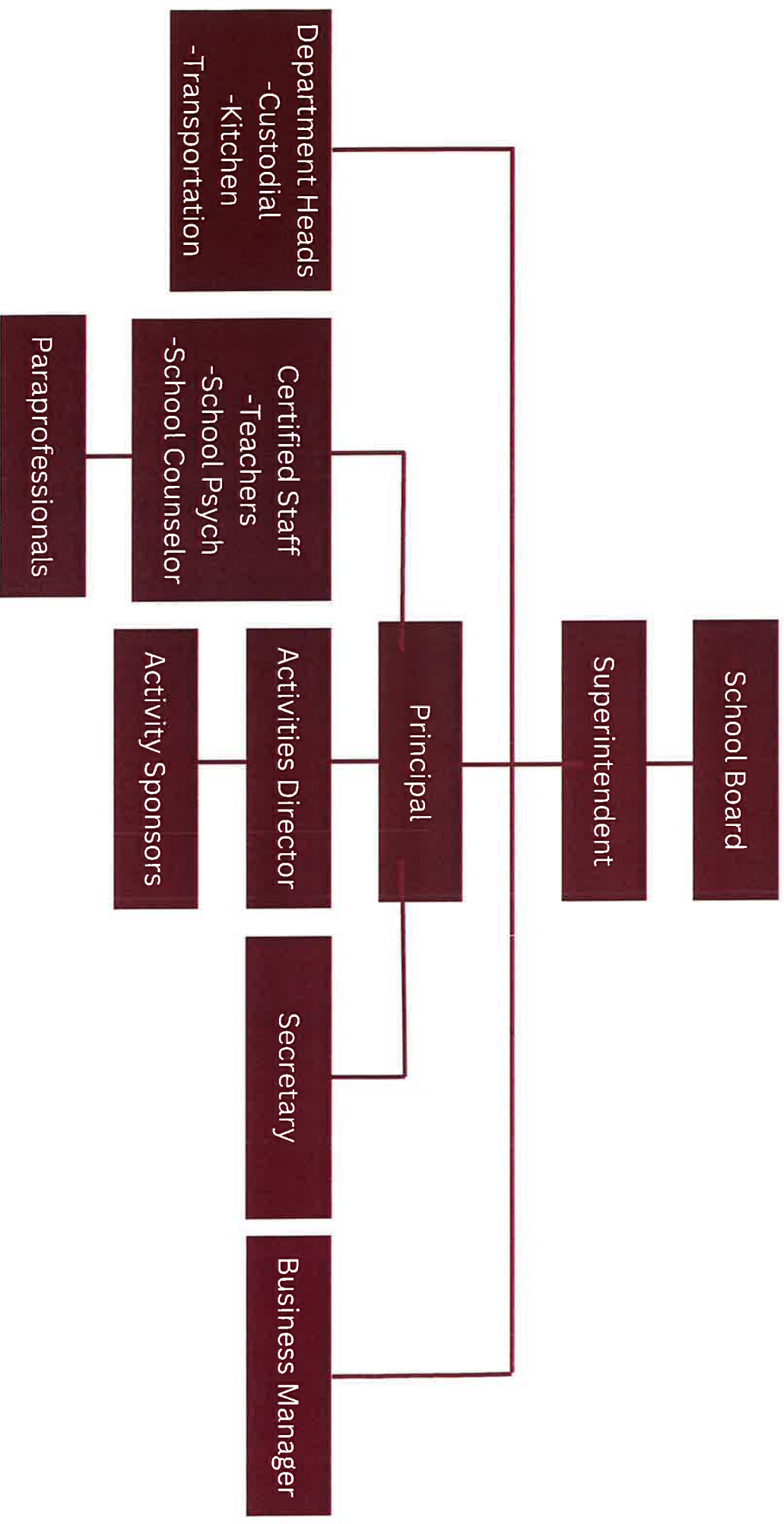
*Each committee meeting will follow an agenda, summarize discussion into minutes, distribute minutes to remaining board members, and request items be placed on the regular board meeting agenda for board information, discussion, consideration, and/or action per the committee's recommendation.

The board role outlined through the committee structure aligns to appropriate superintendent goals and ensures:

- Effective board best practice and governance
- Outlines proper role and responsibilities of the governance team.
- Informs district and community stakeholders of the role of the board and the importance of working with district leadership to grow and improve student success.
- Affirms the board's commitment to the mission, vision, and goals of the school district.
- Ensures the governance team sustains a focus on the support of improving and growing learning for all students.
- Models and supports a positive and focused climate-culture of the board and school district.
- Builds trust and fosters a better understanding of the responsibility of the board and what it means to govern effectively.
- Emphasizes board members accountability to each other, the district and community stakeholders.
- Equips district and community stakeholders with a meaningful basis for assessing the effectiveness of the governing board.



Lewiston Leadership Structure



Lewiston Leadership Roles & Responsibilities



Superintendent

School Board Relations
Personnel Hiring
Community Connections
Staff Handbook
Policies
Required Staff Trainings
Admin Team Meetings
Title IX
Crisis Team/Threat
Assessmnet

School Finance & Budget
Transportation Services
District Calendar
Legislative Information
Purchase Orders
NDE Compliance Reports
Facilities
Foundation
Activity Supervision
Safety Drills

Evaluations
-Principal
-AD
-Assistant AD
-Maintenance/
Housekeeping/Food
Service
-Business Manager

PreK-12th Grade Principal

Teacher Observations
Parent Communication
IEP District Rep
Substitutes
Teachers/Paras
Eligibility & Attendance
Student Discipline
Course Schedules
Student/PreK/Computer
Handbook
Board Report
MTSS

Activity Supervision
Para Schedules
Staff Meetings
In-Services/PD
District Social Media
CIP
SEL
HAL
TIP

504 Coordinator
Safety Drills Scheduling

Evaluations
-Certified Staff
-School Counselor
-Paras
-Front Office Staff
-Med-Aide

Training Plan	Course Name(Safeschools)	Length (Min)	Required By
Behavioral Awareness and Intervention + Behavioral Awareness	Disruptive Student Behavior - Updated	33	Neb. Rev Stat. 79-262.01 & 79-3602 & 3603
Dating Violence Prevention	Dating Violence: Identification and Prevention	34	Neb. Rev. Stat. 79-2,141
Suicide Prevention	Youth Suicide: Awareness, Prevention and Postvention	67	Neb. Rev. Stat. 79-2,146
Concussion Awareness	Concussion Awareness: Athletics	24	Neb. Rev. Stat. 71-9104
Intruder/Security Awareness and Preparedness	School Intruders	14	Neb. Rev. Stat. 79-2,144(5)
Anti-Bullying	Bullying: Recognition and Response	55	Neb. Rev. Stat. 79-2,137; NDE Rule 10.011.01F
Anti-Harassment and Discrimination	Discrimination Awareness in the Workplace*	23	Neb. Rev. Stat. Title IX, 20 U.S Code 1681
Safe Seizure Schools	Seizure First Aid Ready by Epilepsy Foundation of America*	31	Neb. Rev. Stat. 79-3204
	Bloodborne Pathogen Exposure Prevention	22	
	Opioid Overdose Response Awareness - Updated*	20	
	Sexual Harassment: Staff-to-Staff	35	
	Sexual Misconduct: Staff-to-Student	37	
	AED (Automated External Defibrillators)	17	
	Cardiopulmonary Resuscitation (CPR)	19	
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2026 REGISTRATION

REGISTER NOW FOR THE MEETING NEAREST YOU

Tuesday, August 18	Cody-Kilgore	Register by Aug 12
Wednesday, August 19	Gering	Register by Aug 12
Thursday, August 20	Kearney	Register by Aug 12
Tuesday, August 25	Nebraska City	Register by Aug 19
Wednesday, August 26	South Sioux City	Register by Aug 19
Tuesday, September 1	Omaha	Register by Aug 26
Wednesday, September 2	North Platte	Register by Aug 26
Wednesday, September 9	York	Register by Sept 2
Wednesday, September 23	Fremont	Register by Sept 17

TO REGISTER

Go to www.NASBonline.org, and log in using your email and password. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Registration fees for each meeting and dinner are as follows:

NASB Member Registration	\$94
Cancellation Fee	\$25

No refunds after the registration deadlines.

2026 AGENDA

- 4:30 PM - REGISTRATION, NETWORKING & EXHIBITORS
- 5:00 PM - OPENING SESSION
- 5:10 PM - LEGISLATIVE UPDATE
- 5:35 PM - BREAK & EXHIBITORS
- 5:50 PM - TRAINING SESSIONS #1
- 6:30 PM - BREAK & EXHIBITORS
- 6:45 PM - TRAINING SESSIONS #2
- 7:25 PM - NETWORKING DINNER & AWARDS/RECOGNITION

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



2026 SESSION BREAKDOWN

5:00 PM - WELCOME & OPENING SESSION

JOHN SPATZ, NASB EXECUTIVE DIRECTOR AND MEMBERS OF THE NASB BOARD OF DIRECTORS

5:10 PM - LEGISLATIVE UPDATE

THE LEGISLATURE'S EVER-CHANGING CLIMATE AND HOW THAT IMPACTS YOUR SCHOOLS

COLBY COASH, NASB ASSOCIATE EXECUTIVE DIRECTOR AND DIRECTOR OF GOVERNMENT RELATIONS

5:50 PM - TRAINING SESSIONS 1

ALIGNING BOARDS AND SUPERINTENDENTS FOR SUCCESS ... Discover how intentional leadership can transform board-superintendent relationships. This session will use a scenario-based approach to highlight key strategies for managing transitions, strengthening collaboration, and resolving conflict to support long-term success. - *Shari Becker, Director of Education Leadership Search Service*

WHAT DOES YOUR POLICY SAY? WHY POLICY REVIEW MATTERS! ... Effective policy governance is one of the board's most important responsibilities, providing the framework for accountability, consistency, and student success. We will examine the importance of continuous policy review, alignment of board policy and handbooks, and how policy impacts day-to-day operations through consistent implementation and administrative guidance. Strengthen leadership through governance, reduction of risk, and district compliance. - *Marcia Herring, Director of Board Leadership*

STOP IN THE NAME OF SCHOOL SAFETY! SUPPORT YOUR SUPERINTENDENT IN SAYING "NO" ... It can be difficult to say "No" to those PTO groups, FFA leaders, Student Council Sponsors and especially the Post Prom Parents, but "No" might be the best option. Here we will share a Risk Manager's perspective on activities which may be viewed as High-Risk for schools, and discuss how school board members can support their Superintendent in making unpopular decisions in the name of school safety. - *Megan Boldt, Associate Executive Director, Director of ALICAP/Insurance*

6:45 PM - TRAINING SESSIONS 2

LEADING FOR IMPACT: HOW SCHOOL BOARDS STRENGTHEN STUDENT SUCCESS AND RESILIENCY ... Boards play a pivotal role in advancing student success through effective governance and intentional leadership that sets the conditions for learning. This session explores how board decision making and community partnerships can strengthen student resiliency, align resources around shared goals, and support improved literacy and math proficiency as part of a broader, student centered vision for success. - *Avary Pansing-Brooks, Board Leadership Engagement Associate*

CONTROLLING THE NARRATIVE: YOUR STORY VS "THEIR" STORY ... Too often, comments from policy makers and what's reported in the press are inaccurate, biased, or just WRONG. Whether it's academic performance, facilities, or budget priorities, the narrative being shared may not align with the realities of what is truly happening. As a result, attacks on local control and a district's ability to govern itself and its finances in a responsible manner continue to build. We ARE doing incredible, innovative things. Learn how YOUR voice needs to be louder and more prominent than the growing negative narrative. - *Matt Belka, Director of Marketing, Communications & Advocacy*

BUDGET GOVERNANCE IN ACTION: THE BOARD'S ROLE IN RESPONSIBLE FINANCIAL LEADERSHIP ... With the ever-changing landscape of State Aid, it is important for boards to be proactive in the development and management of the district budget. This requires timely communication, strong governance practices, and a collaborative board-superintendent partnership grounded in trust and transparency. The session will provide guidance on the board's role in the budget process, development of an effective budget calendar/timeline, negotiation protocols, and informed fiscal oversight that supports responsible decision-making. - *Marcia Herring, Director of Board Leadership*



4030

Evaluation of Certificated Employees

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: November 2018

Revised on: March 2023

Reviewed on: March 2023

4031

Evaluation of Probationary Certified Employees

A certificated administrator will observe and evaluate each probationary certified employee for a full instructional period once each semester. The administrator will provide each employee with a written list of deficiencies, concrete suggestions for improvement, and sufficient time to improve.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certified employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position.

Adopted on: November 12, 2018

Revised on:

Reviewed on: April 13, 2023

4034
Staff Handbook

The superintendent or designee shall annually formulate, review and revise a staff handbook that will contain information about the district's employment policies and practices. The staff handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education.

Adopted on: November 2018

Revised on: _____

Reviewed on: April 2023

4038
Classified Staff Defined

The term "classified staff" means all employees other than certificated teachers and administrators. Classified staff employees are employed at will, and their employment may be amended or terminated at any time and without any cause.

Adopted on: November 2018

Revised on: _____

Reviewed on: April 2023

1.

Is it possible to arrange a charter bus with other FFA chapters, similar to what has been done in the past?

- a. As of right now Rick Crosier still has room on the charter bus for us. But on Friday (July 31) he will be offering his extra spots up for new schools. If we are to do that option he will need to know ASAP.
- b. 1 seat on the bus is **\$309**. Hotel rooms are **\$230 / night**. Cost to ride on the bus tour, per student, would be **\$539** before registration or food costs. We advise students to bring **\$150-200** for food and registration is \$95 / person.
- c. Advisor hotel and bus seat would cost **\$1,234**.
- d. Students would miss school Tuesday-Friday.
- e. Total cost per student if the district pays nothing - **\$700**. This is almost impossible for most of our families.
- f. Total Cost per student without paying registration fee: **\$605**
- g. Total cost for district Bus tour option with paying registration fee: **\$2,184**
- h. Total cost for district Bus tour option without paying registration fee: **\$1,234**

2. Will Troyal be compensated by the district for transporting students to Indianapolis?

- a. Whoever drives should be compensated for their time.

3. What is the exact expense to the district? Is \$2,000 the final amount the district should anticipate? If Troyal is gone the district would also need to compensate substitute bus drivers as well.

- a. I am not sure exactly how much it will cost. I do not know exactly what hotels will cost, or how far away from the convention center we will be to include gas. Upon further research I believe gas will be closer to around **\$680** if prices stay the same or close to what they currently are. We anticipate driving around 1500 miles. (611 miles one way + driving around)
- b. The driver will not be able to drive their route those days, so the school would have to pay a substitute driver **\$483**.

4. Would it be possible for the FFA to cover the entire cost of the trip without using district funds?

- a. Short answer, no. We currently have ~\$900 in our account.

5. Is there an option to take two vans instead of the Micro bus?

- a. **Our concern with 2 vans is how much space will there be for luggage?**
The microbus has extra seats we wouldn't necessarily need that luggage could be stored in, and a spot behind the back seat luggage could sit.
- b. The Chrysler averages 22mpg if gas is around \$4, at 1500 miles it would cost **\$273** in fuel.
- c. The ford averages 18mpg if gas is around \$4, at 1500 miles it would cost **\$334** in fuel.

- d. Total for both vans **\$546**
- e. Total with 1 van + the Ford **\$607**
- f. Total cost per student if district pays nothing (including cost of driver pay, max of \$1,120) - **\$684 (vans) \$693 (micro)**
- g. Total cost per student without registration fees - **\$589 (vans) \$598 (micro)**
- h. Total cost per student without registration fees or driver pay - **\$449**
- i. Total cost for district Micro bus option (with paying registration fees no gas or driver)- **\$1,550**
- j. Total cost for district Micro bus option (paying registration fees, advisor room, and driver; no gas) - **\$2,670**
- k. **MAX** estimated cost for district Micro bus option (paying gas, driver, registration, and advisor room) - **\$3,350 (does not include sub driver pay)**

Lewiston Consolidated School



Activities Handbook

**Rules and Regulations
2026-27**

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Introduction

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. Lewiston Consolidated School provides students with the opportunity to participate in a comprehensive activities program that includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a “contract” with parents, students, or staff. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Please read this handbook carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

The provisions in this handbook are subject to change at the sole discretion of the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that it is up to date. If you have any questions regarding this handbook, please contact the Superintendent for assistance.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

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

Name: Todd Halvorsen

Title: Superintendent

Telephone: 402-865-4675

E-mail: thalverson@lewistonschool.net

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

SECTION ONE: GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

Academic Eligibility

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) requirements concerning scholastic eligibility, (2) meet the requirements of board policy including all rules applicable to the activity, and (3) have not less than a 70% grade in two or more classes for a period of one week to remain eligible to participate in any portion of the activities program. Participants must attend practices and participate in all conditioning during any period of ineligibility.

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Attendance at Practices and Contests

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance. Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school for ANY PART of the day will not be permitted to practice or participate in an athletic contest or activity

performance unless the student has the building principal's PRIOR permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

Closings

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be canceled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration. Unless the administration determines that it is permissible for the activity to continue as scheduled.

Colors

The Lewiston School colors are Maroon and White.

Complaint Procedure

To reduce conflicts in the school's activities program, students and/or their parents should use the district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook and may be found on the district's web site: www.lewistonconsolidated.org

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

The School District will:

- a. Require all coaches and trainers to complete a training course approved by the Chief Medical Officer on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
 - 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed healthcare professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional; and
- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by

written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed healthcare professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Dances

School dances are part of the district's extracurricular activity program. Students who wish to participate in school dances must comply with the activity code. Students may be prohibited from participating in school dances as a consequence for violating school rules or these activity rules.

High School Dances

All high school dances are restricted to Lewiston High School students and their guests. Any organization wishing to sponsor a dance must obtain permission from the principal AND Activities Director regarding date and times. Once admitted to the dance, students must remain until the close of

the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

Homecoming and Prom

The Homecoming dance is open to students and guests of Lewiston High School.

The Junior/Senior Prom is open to students and guests of the Lewiston High School junior and senior classes. Guests must follow all rules that the students must follow. Each student is responsible for his/her guest's conduct. Appropriate attire is required for these dances. No blue jeans, shorts, or T-shirts will be allowed at the banquet or dance for Prom.

Electronic Communication

The school board supports the use of technology by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27"). Please see the district's Social Media Policy for School District Employees for further explanation.

Equipment

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

School-owned clothing or equipment that is checked out to individual students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for the intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Each participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been checked out to him/her and is lost or stolen.

Fundraising

All school-sponsored fundraising activities must be approved by a member of the school district administration. Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the superintendent.

Individual Training Rules and Rules of Conduct

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful

substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Injuries

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant's parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

Note: The release requirement will be satisfied if the initial doctor's order specifies the duration of the student's restriction from participation and/or competition. Also see Concussion Awareness above.

Insurance

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents' responsibility to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about policies which families may purchase will be available prior to each sports season and at fall registration.

Lettering Requirements

Each coach or sponsor will determine the lettering policy for their activity,

Instrumental and Vocal Music

1. Participants must have a current average of 94% or better, and have had a 94% or better for the previous 3 quarters. Criteria for earning an "A" are posted in the music room and/or are available from the instructor.
2. Participants must demonstrate high quality rehearsal and performance habits, exhibit and encourage a positive attitude toward the music program, and demonstrate strong positive leadership skills.
3. Participants must attend all scheduled rehearsals, performances, and contests unless previously excused by the director.
4. Participants who have one "B" in any one of the previous 3 quarters may, at the discretion of the director, be allowed to make up for the "B" by earning 20 points in the fourth quarter. A list of approved activities and corresponding point values is available from the director.
5. Participants with any quarter of a "C" or more than one quarter with a "B" will not be eligible to letter in the activity.

Speech: The criteria for receiving a letter for Speech Competition will be based on the participant's commitment to preparation and participation. In order to letter, a participant must earn a minimum of 200 points. Points can be earned in the following ways:

1. Practice / Rehearsal with Speech Coach - up to 10 points per practice session; extemporaneous speakers must verify prep time equivalent to 10 practice sessions.
2. Performance - 20 points for performing at each speech meet, including invitationals, conference, district, and state.
3. If a participant attends a meet but scratches for any reason, no points will be earned and 10 points will be deducted from his/her point total.
4. If a participant does not show up for a meet for which he/she has been entered, 50 points will be deducted from his/her point total unless a parent or guardian has notified the Speech Coach with a valid excuse for the reason that the participant missed the meet.

5. If one person of an OID or Duet Acting group does not attend a meet for which he/she has been entered, he or she will lose 10 points. The remaining members of the group will be awarded 10 points for attendance even though they cannot perform.
6. Novice speech team members will earn 10 points for attending speech meets with the team, even though they are not competing, providing they support and encourage team members by watching their events.
7. Any participant who is reprimanded by a contest director for improper behavior at a speech meet will be penalized 50 points. If this happens more than once during any part of the season, the participant will be removed from the team. Parents of removed team members will be notified of the removal and the reasons for the removal.

Mascot

The official emblem for boys' and girls' athletic teams is the Tigers. The mascot cannot be used for non-school-sponsored purposes unless approved by the superintendent.

Practices

The individual head coach or sponsor, in cooperation with the Activities Director, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code that verifies that a physical examination has been completed and that the student and parent(s) understand the school's position regarding the use or possession of alcohol, tobacco, and other related drugs.
2. Furnish the high school principal with proof of insurance.

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.

Student Manager, Helpers, or Activity Aids

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

Sunday and Wednesday Night Activities

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the activities director or building principal.

Transportation

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity. A participant may ride home with an adult if the participant's parent/guardian has personally contacted the principal prior to the activity and the adult personally contacts the sponsor at the activity prior to leaving with the student. Parents are discouraged from requesting to take their children

home after an away contest or performance. Travel to and from an event provides time for the students to further develop a strong team concept.

Weight Room

The weight room has been developed to help each athlete, student, or adult in the community maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months.

The weight room is a high demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs
5. Adult education

SECTION TWO: AVAILABLE ACTIVITIES

Athletic Teams

*Basketball (boys and girls)

Football

Golf

Track (boys and girls)

Volleyball

_*Girls Basketball is a coop with Sterling and a majority of practices are held at Sterling

Band

The school district sponsors marching band, pep band, and jazz band in addition to concert band. Participants must be enrolled in band class in order to be eligible to participate in these groups.

Cheer Squad

Participants are selected by the sponsor(s) or judges appointed by the sponsor. Members of the cheer squad will attend all home and selected away athletic contests.

Future Farmers of America (FFA)

FFA is an integral part of the agricultural education department and all students of that department are urged to belong. The activities include training in leadership, opportunities for travel and recreation, and safety and community service activities. Students may participate in field trips, conventions, judging contests, and hands-on experience.

National Honor Society

The National Honor Society is a national organization that recognizes student character, scholarship, leadership, and service to the school.

Student members shall be selected from the junior and senior classes by the high school faculty. Ten percent of the Junior and Senior classes will be selected each year. The results of the selection will be announced at an honors convocation.

Speech & Debate Team

Students compete in 12 different categories of competition. These include debate, current events speaking, and several theater-type acting events.

Student Publications

The yearbook is published by the Journalism class along with the help of its teacher. The annual is financed partially by funds raised from the sale of the books.

SECTION THREE: CODE OF CONDUCT

All students associated with Lewiston Public Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and

public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct. Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules. Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct. Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by

any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).

6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.

8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.
9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.
12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited year-round regardless of whether it occurs on-campus or off-campus. However, punishment for violations that occur during the summer break shall be administered by the coach at his or her discretion.

Discipline. Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Evaluation, Counseling, and Treatment. Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the **administration's/coach's/sponsor's** discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an

education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident. Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures. Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this "Discipline Procedures" section, "Investigator" means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of "Investigator" as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.
2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator's decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator's Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the **superintendent** in writing of their request for a review of the coach or activity sponsor's determination. The **superintendent** or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations. Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions. Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance. Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

A Parent's Guide to Concussions

WHAT IS A CONCUSSION?

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next

several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

- § Appears dazed or stunned
- § Is confused about assignment or position
- § Forgets an instruction
- § Is unsure of game, score, or opponent
- § Moves clumsily
- § Answers questions slowly
- § Loses consciousness (even briefly)
- § Shows behavior or personality changes
- § Can't recall events prior to hit or fall
- § Can't recall events after hit or fall

Symptoms Reported by Athlete

- § Headache or "pressure" in head
- § Nausea or vomiting
- § Balance problems or dizziness
- § Double or blurry vision
- § Sensitivity to light or noise
- § Feeling sluggish, hazy, foggy, or groggy
- § Concentration or memory problems
- § Confusion
- § Does not "feel right"

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening

concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child’s physician, explain what has happened, and follow the physician’s instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent’s doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a "CT scan" or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT ("CAT") and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete's story of the injury and the health care provider's physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports

for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. See www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

3057 **Title IX Policy**

As required by Title IX of the Education Amendments of 1972, it is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report may be made by any means to the district's Title IX Coordinator, who can be contacted at 306 Tiger Avenue, Lewiston, Nebraska 68380, thelvorsen@lewistonschool.net, 402-865-4675 Number. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

Definitions. As used in this policy, the following terms are defined as follows:

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- **Formal complaint** means a document or electronic submission filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of

the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

- **Sexual harassment** means conduct on the basis of sex where (1) An employee of the district conditions the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct; (2) An individual experiences unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies the person equal access to the district's education program or activity; (3) An individual experiences a sexual assault, dating violence, domestic violence, or stalking as further defined below. Any report of conduct not meeting these definitions will not require the grievance procedure described in this policy.
- **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:
 - **Sex Offenses**,—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
 - **Rape**—(Except Statutory Rape) Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, or by a sex-related object. This definition includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.
 - **Criminal Sexual Contact**—The intentional touching of the clothed or unclothed body parts, without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. The forced touching by the victim of the actor's clothed or unclothed body parts, without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is incapable of giving consent because of age or incapacity

due to temporary or permanent mental or physical impairment or intoxication for the purpose of sexual degradation, sexual gratification, or sexual humiliation

- **Unlawful Sexual intercourse.**
 - **Incest**—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - **Statutory Rape**—Nonforcible sexual intercourse with a person who is under the statutory age of consent
- **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—
 - who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship.
 - The type of relationship.
 - The frequency of interaction between the persons involved in the relationship.
- **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
- **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
 - fear for his or her safety or the safety of others; or
 - suffer substantial emotional distress.

- **Supportive measures** are non-disciplinary, non-punitive individualized services offered without fee that do not unreasonably burden the parties. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the district's Title IX Coordinator. district personnel will not retaliate against any individual based on any report of suspected sexual harassment. Any district employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

Response to Sexual Harassment

General Obligations. When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's ability to impose discipline for off-campus misconduct does not necessarily constitute "substantial control" over the respondent and the context. The district's response to an allegation of sex harassment will treat complainants and respondents equitably.

Limitations on Discipline. No respondent will have disciplinary sanctions imposed upon him/her until the conclusion of the formal grievance process described below.

Emergency Removal. Disciplinary sanctions do not include removal on an emergency basis where the respondent is an immediate threat to the health or safety of another as a result of allegations of sexual harassment. The

district also may place any employee on administrative leave during the pendency of the grievance process below.

Grievance Process for Formal Complaints of Sexual Harassment

General Obligations. All Title IX team members and individuals carrying out district obligations will comply with the regulatory requirements of objective evaluations, avoiding conflict of interest or bias, training, and protection of legally privileged information.

Presumption. It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Grievance Procedure

Time Frames. The district will resolve grievances in a time frame that is reasonably prompt. Good cause for delay may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Range of Possible Sanctions and Remedies. At the conclusion of the grievance process, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion and/or immediate discharge from employment.

Separation of Roles. The decision-maker cannot be the same person as the Title IX Coordinator or the investigator(s).

Notice of Allegations. Upon receipt of a formal complaint, the district will provide notice of this policy and the allegations to all parties. The notice will include sufficient details known by the district at that time to provide sufficient time to prepare a response before any initial interview. Sufficient details, if known by the district, include the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident. The district will provide notice of additional allegations revealed during an investigation to the parties.

Dismissal of Formal Complaint. The district must dismiss a formal complaint if the conduct alleged in the formal complaint, would not constitute sexual harassment even if proven; did not occur in the district's education program or activity; or if the conduct alleged did not occur against a person in the United States.

The district may dismiss the formal complaint if, at any time during the investigation or hearing, the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled in or employed by the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint. The district may consolidate formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances.

The district will bear the burden of gathering evidence sufficient to reach a determination regarding responsibility. All parties will have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The district may not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

All parties will have the same opportunity to be accompanied by the advisor of their choice in any meeting or grievance proceeding. This policy does not relieve the advisor of choice of any other applicable legal obligations or

limitations. The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

The district will provide written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.

All parties will have an equal opportunity to inspect and review evidence obtained as part of the investigation if that evidence is directly related to the allegations raised in a formal complaint. The parties will have no less than 10 calendar days to review the evidence and submit a response. The investigative report will fairly summarize the relevant evidence and the investigator will send the finalized report to all parties and their advisors.

Determination Regarding Responsibility. Before the district reaches a determination regarding responsibility, each party may submit written, relevant questions of any party or witness. The decision-maker will provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition are never relevant. Questions about the complainant's prior sexual behavior are only relevant if those questions and evidence are offered (1) to prove that someone other than the respondent committed the conduct alleged by the complainant, or (2) are offered to prove consent and concern specific incidents of the complainant's prior sexual behavior with respect to the respondent. If the decision-maker decides to exclude a question because it is not relevant, he/she will explain the basis for that decision.

The decision-maker will issue a written determination regarding responsibility no sooner than ten days after the parties receive the final investigative report. The decision-maker will apply the preponderance of the evidence standard. The written determination will include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any

notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- Findings of fact supporting the determination;
- Conclusions regarding the application of the district's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
- The district's procedures and permissible bases for the complainant and respondent to appeal.

The district will provide the written determination to the parties simultaneously. If neither party timely appeals, the determination becomes final. If a party appeals, the determination will become final on the date that the district provides the parties with the written determination of the result of the appeal.

Appeals. The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools no later than 5:00 pm on the fifth calendar day after the written determination is issued. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal.

Grounds for Appeal. Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination or dismissal was made that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The district will notify other parties in writing when an appeal is filed; implement appeal procedures equally for all parties; and ensure that the decision-maker for the appeal is not the same person as the decision-maker, the investigator(s), or the Title IX Coordinator.

The district will give both parties a reasonable, equal opportunity to submit a written statement that supports or challenges the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Informal Resolution. The district may informally resolve allegations without completing the grievance procedure with the written consent of all parties. The process may not be used when allegations involve an employee harassing a student. As part of this process, the district will provide to the parties in writing a notice stating:

- the allegations;
- the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

- any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Recordkeeping. The district will maintain the following records for a period of seven years:

- Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed, and any remedies provided;
- Any appeal and its result;
- Any informal resolution and its result; and
- All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website, then the district will make these materials available upon request for inspection by members of the public.

The district will also create records documenting any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken. The district will maintain these records for a period of seven years.

Retaliation Prohibited. Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any

manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided that a determination regarding responsibility alone is not sufficient to conclude that any party made a materially false statement in bad faith.

Notification of Policy. The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

Publication of Policy. The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

Application Outside the United States. The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

Scope of Policy. Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

SECTION THREE: NEBRASKA STATE ACTIVITY ASSOCIATION RULES

Eligibility

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found online at <https://nsaahome.org/constitution-bylaws/>. A summary of the major rules is given below. Contact the principal, activities director or the activity sponsor or coach for an explanation of the complete rule.

1. Student must be a *bona fide* student of their member school and have not graduated from any high school.
2. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.
3. Student is ineligible if nineteen years of age before August 1 of the current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)
4. Student must be enrolled in some high school on or before the eleventh school day of the current semester.
5. Student must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.

6. Student must have been enrolled and received twenty hours of credit in school the immediate preceding semester.

7. **Guardianship does not fulfill the definition of a legal parent.** If a guardian has been appointed for a student, the student is eligible in the school district where his/her legal parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.

8. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools, any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eight, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

9. **Student eligibility related to domicile can be attained in the following manners:**

a. If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.

b. If the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

c. If a student elects to remain at the same high school initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible at a high school located within the school district in which the parents established their domicile.

d. If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

10. Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall at the transfer high school. Those students whose name does not appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

11. Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2023-24 school year prior to May 1, 2023; for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2023. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students who did not have their enrollment forms signed, delivered, and accepted prior to May 1, 2023, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

12. Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.

13. During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport

activity in which instruction is being offered in the clinic, camp, or school. (*Refer to NSAA Bylaw 3.5.1.1 for exception in Swimming and Diving.)

14. A student shall not participate on an all-star team while a high school undergraduate.

15. A student must maintain his/her amateur status.

NSAA Sportsmanship Rules

Students must abide by the Nebraska School Activities Association Sportsmanship Rules. A complete copy of these rules can be found at <http://www.nsaahome.org/nsaaforms/pdf/manualsp.pdf>. Unsportsmanlike conduct shall include physical or verbal assault upon any participant, game official, or spectator, or any acts that may endanger the personal safety of individuals involved, or acts which hinder the normal progress of a contest or lead to the restriction or discontinuance of a contest.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during competition the member school and/or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

SECTION FOUR: CODE OF CONDUCT

All students associated with Lewiston Consolidated School and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct. Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct

of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules. Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct. Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled

substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).

6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing

also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.

8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting

or sending rumors or gossip to instigate others to dislike and gang up on the target.

9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.

10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.

11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.

12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.

13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited year-round regardless of whether it occurs on-campus or off-campus. However, punishment for violations that occur during the summer break shall be administered by the Athletic Director and coach.

Discipline. Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to

or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Evaluation, Counseling, and Treatment. Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the administration's/coach's/sponsor's discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident. Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures. Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this "Discipline Procedures" section, "Investigator" means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of "Investigator" as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.

2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator's decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator's Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a

decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations. Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions. Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance. Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

A Parent's Guide to Concussions

WHAT IS A CONCUSSION?

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).

- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

§ Appears dazed or stunned

§ Is confused about assignment or position

§ Forgets an instruction

§ Is unsure of game, score, or opponent

§ Moves clumsily

- § Answers questions slowly
- § Loses consciousness (even briefly)
- § Shows behavior or personality changes
- § Can't recall events prior to hit or fall
- § Can't recall events after hit or fall

Symptoms Reported by Athlete

- § Headache or "pressure" in head
- § Nausea or vomiting
- § Balance problems or dizziness
- § Double or blurry vision
- § Sensitivity to light or noise
- § Feeling sluggish, hazy, foggy, or groggy
- § Concentration or memory problems
- § Confusion
- § Does not "feel right"

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child's physician, explain what has happened, and follow the physician's instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent's doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a healthcare professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.

- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a "CT scan" or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT ("CAT") and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete's story of the injury and the health care provider's physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they

played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to [www.cdc.gov/ncipc/tbi/Coaches Tool Kit.htm](http://www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm) for more information.

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position

- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction, the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- **Skin:** warmth, itching, and/or tingling of underarms/groin, flushing, hives
- **Abdominal:** pain, nausea and vomiting, diarrhea
- **Oral/Respiratory:** sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- **Cardiovascular:** headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- **Mental status:** apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.
3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.

- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

AUTHORIZATION AND ACKNOWLEDGEMENT

WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

Many forms of athletic competition result in violent physical contact among players, the use of equipment that may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission

for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

Signature of Parent

Printed Name of Parent

Date

ACKNOWLEDGEMENT OF CONDUCT CODE

I understand that as a student representing the school district in activities, I am obligated to comply with the activities handbook, including the code of conduct. **This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the calendar year unless I am accompanied by a parent. I understand that this policy applies both during the school year and in the summer.** I understand that if I violate the code of conduct or other rules in this handbook, I may be suspended from participation in all co-curricular activities and/or school sponsored activities or events.

Signature of Student

Printed Name of Student

Date

I understand that my student is obligated by this handbook, including the statements above.

Signature of Parent

Printed Name of Parent

Date

