

September Regular Meeting
Monday, September 12, 2022 7:00 PM
Plattsmouth Administration Center

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the Sept. 8, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.
2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek- Parsons, Wehrbein, Winters
 - 2.1. Motion to excuse absences
3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.
4. Consent Agenda
 - 4.1. Agenda
 - 4.2. Minutes of the August 8, 2022 meeting
 - 4.3. Treasurer's Report
 - 4.4. Review of the Control Budget
 - 4.5. Claims and transfers in the amount of \$722,544.20
5. Administrative Reports
 - 5.1. Superintendent's Report
 - 5.2. High School Principal's Report
 - 5.3. Middle School Principal's Report
 - 5.4. Elementary Principal's Report
 - 5.5. Instructional Services Report

5.6. Special Education Report

5.7. Early Childhood Report

6. Action Items

6.1. Discuss, consider, and take all action to approve the first reading of Policy Series 7000 New Construction (Operations Committee)

6.2. Discuss, consider, and take all action to approve the second reading of 1130 PCS Fitness Center.

6.3. Discuss, consider, and take all action to approve the second reading of Policy 4112 Tuition Reimbursement.

6.4. Discuss, consider, and take all action to approve the second reading of 4113 Sick Leave Incentive Program.

6.5. Discuss, consider, and take all action to approve the 2022-2023 Student/Parent Handbooks.

6.6. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of curriculum materials and one item from the elementary school.

6.7. Discuss, consider, and take all action to approve an elevator service agreement between PCS and KONE Inc. in the amount of \$1,536 for one year.

6.8. Discuss, consider, and take all action to approve the resignation of high school nurse Amy Anderson effective Aug. 22, 2022.

6.9. Discuss, consider, and take all action to approve a memorandum of understanding (MOU) with the Banister Leadership Academy through May 31, 2023.

6.10. Discuss, consider, and take all action to approve an exception to Policy 5006 Option Enrollment and allow Lilyana C. McKinney (2nd) to option out of PCS.

6.11. Discuss, consider, and take all action to approve an exception to Policy 5006 Option Enrollment and allow Zachary R. Will-Nerpel (7th) to option out of PCS.

6.12. Discuss, consider, and take all action to approve an exception to Policy 3130 Purchasing, due to supply chain issues obtaining vehicles, and authorizing the Superintendent (with input from the Operations Committee) to purchase a minimum of three new vehicles with ESSER III funds at a total cost not to exceed \$155,277.

6.13. Discuss, consider, and take all action to approve a revised transportation addendum for 2022-2023 with First Student to include two (2) paraeducators on

separate special education routes versus only one paraeducator.

6.14. Discuss, consider, and take all action to approve a client services agreement with ProCare Therapy for a speech-language pathologist from Sept. 14, 2022 to May 24, 2023.

6.15. Discuss, consider, and take all action to approve a client services agreement with ProCare Therapy for a school nurse (RN) from Sept. 2022 to May 24, 2023.

6.16. Discuss, consider, and take all action to approve Application and Certification of Payment #18 for Lund Ross Constructors in the amount of \$50,000 with a remaining balance to be paid of \$117,247.33.

6.17. Discuss, consider, and take all action to approve the first reading of Policy 1100 and 1100C.

7. Announcements

7.1. Next meeting: Monday, Oct. 10, 2022 6:30 PM Workshop 7 PM Regular Meeting

7.2. Nebraska Association of School Boards (NASB) State Education Conference -
Wed., Nov. 16 to Fri., Nov. 18 at the CHI Health Center in Omaha, NE

8. ADJOURNMENT. Time _____

August Regular Meeting
Monday, August 8, 2022 7:00 PM
Plattsmouth Administration Center
1912 Old Highway 34
Plattsmouth, NE 68048

Subject to
approval at the
next regularly
scheduled Board

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the August 4, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.

The meeting was called to order by the President at 7:06 p.m.

2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek-Parsons, Wehrbein, Winters

Fuller, Siemonsma and Winters were absent. All other Board members were present.

2.1. Motion to approve absences

Motion to approve the absence of Fuller **passed 6-0** with a motion by Glup and a second by Muller.

Motion to approve the absence of Siemonsma **passed 6-0** with a motion by Muller and a second by Glup.

Motion to approve the absence of Winters **passed 6-0** with a motion by Muller and a second by Glup.

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.

No one addressed the Board.

4. Special Recognition: Evan Miller signed a letter of intent to continue his academic and baseball career at Ellsworth Community College in Iowa Falls, IA.

5. Consent Agenda

Motion passed 6-0 with a motion by Muller and a second by Glup.

5.1. Agenda

5.2. Minutes of the July 11, 2022 meeting

- 5.3. Treasurer's Report**
- 5.4. Review of the Control Budget**
- 5.5. Claim and transfers in the amount of \$499,702.00**
- 6. Administrative Reports**
 - 6.1. Superintendent's Report**
 - 6.2. High School Principal's Report**
 - 6.3. Middle School Principal's Report**
 - 6.4. Elementary Principal's Report**
 - 6.5. Early Childhood Report**
 - 6.6. Special Education Report**

7. Action Items

7.1. Discuss, consider, and take all action to approve the final reading of 1100 Community Use of School Facilities, Equipment, and Supplies, as well as 1100A and 1100B.

Motion passed 6-0 with a motion by Wehrbein and a second by Muller.

7.2. Discuss, consider, and take all action to approve the first reading of 1130 PCS Fitness Center.

Motion passed 6-0 with a motion Glup and a second by Wehrbein.

7.3. Discuss, consider, and take all action to approve the first reading of Policy 4112 Tuition Reimbursement.

Motion passed 6-0 with a motion by Muller and a second by Wehrbein.

7.4. Discuss, consider, and take all action to approve the first reading of 4113 Sick Leave Incentive Program.

Motion passed 6-0 with a motion by Muller and a second by Glup.

7.5. Discuss, consider, and take all action to approve the final reading of school district annual policy updates from the Perry Law Firm.

Motion passed 6-0 with a motion by Wehrbein and a second by Muller.

7.6. Discuss, consider, and take all action to approve the 2022-2023 Student/Parent Handbooks and Staff Handbooks.

Motion passed 6-0 with a motion by Wehrbein and a second by Glup.

7.7. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of various items from the high school and elementary school.

Motion passed 6-0 with a motion by Muller and a second by Wehrbein.

7.8. Discuss, consider, and take all action to approve a transportation addendum presented by Dean Carroll from First Student with a 7.3% increase for the 2022-2023 contract year.

Motion failed 0-6 with a motion by Wehrbein and a second by Harvey.

7.9. Discuss, consider, and take all action to approve an exception to Policy 5006 Option Enrollment and allow Isaac N. Schaaf (Kind.) to option into PCS.

Motion passed 6-0 with a motion by Muller and a second by Glup.

7.10. Discuss, consider, and take all action to approve an exception to Policy 5006 and allow Raylee Salinas to option into PCS.

Motion passed 6-0 with a motion by Wehrbein and a second by Muller.

7.11. Discuss, consider, and take all action to approve an exception to Policy 5006 and allow Donald G. Leonhardt (11th) to option into PCS.

Motion passed 6-0 with a motion by Muller and a second by Glup.

7.12. Discuss, consider, and take all action to excuse the absences of Board of Education member Nolan Siemonsma due to a 16-week certified police officer training course at the Nebraska Law Enforcement Center in Grand Island, NE from Aug. 28 to Dec., 9, 2022 that will result in him not being physically present (virtual presence will be available without the right to vote) at the Board of Education meetings on Sept. 12, Oct. 10, and Nov. 14.

Motion passed 6-0 with a motion by Wehrbein and a second by Glup.

7.13. Discuss, consider, and take all action to approve Application and Certification of Payment #17 for Lund Ross Constructors in the amount of \$126,000 with a remaining balance to be paid of \$167,247.33.

Motion passed 6-0 with a motion by Muller and a second by Glup.

8. Announcements

8.1. Nebraska Association of Schools Boards (NASB) Area Membership Meeting - Sept. 1 in La Vista

8.2. Next meeting: Monday, September 12, 2022 5:30 PM Workshop 7 PM Regular Meeting

9. ADJOURNMENT.

Motion to adjourn at 7:49 p.m. **Passed 6-0** with a motion by Muller and a second by Glup.

Chairperson

Superintendent

DRAFT

Robert E. Wiley Scholarship Update

August 31, 2022

BEG. VALUE 7-30-22	\$ 1,167,283.44
PLUS: INTEREST & DIVIDENDS	\$ 1,350.77
Less: CHANGE IN VALUE	\$ 22,058.89
LESS: 8 SCHOLARSHIPS PAID	\$ 31,200
LESS: FEES & CHARGES	\$ 923.50
ENDING VALUE 8-26-22	\$ 1,114,451.82

1. For the month the account is down \$21,631.62, after expenses, or 1.85%.
2. Year to date, the account is down 12.83%, after expenses. In perspective the S & P 500 is down 14.04% and the Nasdaq is down 22.0% and the Bloomberg Aggregate Bond Index is down 10.05%.
3. Currently at 50% equities
4. The redemptions for scholarships were used to rebalance the account to the target allocations.
5. See the attached quarterly update and outlook.

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
12 704 1410	INTEREST	*Previous Balance						680.03
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	680.03
12 704 1696	HS PARTICIPATION FEES	*Previous Balance						11,558.51
12 704 1696	HS PARTICIPATION FEES		0.00	0.00	0.00	0.00	0.00	
12 1741 1696	H.S. PARTICIPATION FEES		0.00	12,069.99	0.00	0.00	0.00	
12 704 1696	HS PARTICIPATION FEES	*Current Activity						12,069.99
		*Ending Balance:	0.00	12,069.99	0.00	0.00	0.00	23,628.50
12 704 1697	M.S. PARTICIPATION FEE	*Previous Balance						3,304.28
12 704 1697	M.S. PARTICIPATION FEE		0.00	0.00	0.00	0.00	0.00	
12 1741 1697	M.S. PARTICIPATION FEES		0.00	4,149.99	0.00	0.00	0.00	
12 704 1697	M.S. PARTICIPATION FEE	*Current Activity						4,149.99
		*Ending Balance:	0.00	4,149.99	0.00	0.00	0.00	7,454.27
12 704 1698	H.S. BAND RENTALS	*Previous Balance						7,315.66
12 704 1698	H.S. BAND RENTALS		0.00	0.00	0.00	0.00	0.00	
12 1741 1698	H.S. BAND RENTALS		0.00	2,050.00	0.00	0.00	0.00	
12 2190 810 001 1698	HS BAND RENTALS		0.00	0.00	0.00	107.00	0.00	
12 704 1698	H.S. BAND RENTALS	*Previous Balance						1,943.00
		*Ending Balance:	0.00	2,050.00	0.00	107.00	0.00	9,258.66
12 704 1699	ELEM RECORDERS	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1706	MS BAND RENTALS	*Previous Balance						5,084.75
12 704 1706	MS BAND RENTALS		0.00	0.00	0.00	0.00	0.00	
12 1741 1706	M.S. BAND RENTALS		0.00	1,564.99	0.00	0.00	0.00	
12 2190 610 003 1706	GENERAL SUPPLIES		0.00	0.00	0.00	135.00	0.00	
12 704 1706	MS BAND RENTALS	*Previous Balance						1,429.99
		*Ending Balance:	0.00	1,564.99	0.00	135.00	0.00	6,514.74
12 704 1707	H.S. BOOK FINES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1708	FCS FEES	*Previous Balance						1,985.84
12 704 1708	FCS FEES		0.00	0.00	0.00	0.00	0.00	
12 1741 1708	HEALTH FEES		0.00	499.99	0.00	0.00	0.00	
12 704 1708	FCS FEES	*Current Activity						499.99
		*Ending Balance:	0.00	499.99	0.00	0.00	0.00	2,485.83
12 704 1709	M.S. BOOK FINES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1710	H.S. ART FEES	*Previous Balance						4,997.35

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
12 704 1710	H.S. ART FEES		0.00	0.00	0.00	0.00	0.00	
12 1741 1710	H.S. ART FEES		0.00	749.99	0.00	0.00	0.00	
12 704 1710	H.S. ART FEES	*Current Activity						749.99
		*Ending Balance:	0.00	749.99	0.00	0.00	0.00	5,747.34
12 704 1712	M.S. ART FEES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1713	SUMMER SCHOOL	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1714	POST SECONDARY FEES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1715	ACTIVITY BUSES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1716	DECA DUES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1717	SPANISH CLUB DUES	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1718	DRIVERS ED	*Previous Balance						(13,158.88)
12 704 1718	DRIVERS ED		0.00	0.00	0.00	0.00	0.00	
12 2190 810 001 1718	DRIVERS ED		350.00	0.00	0.00	0.00	0.00	
12 704 1718	DRIVERS ED	*Current Activity						(350.00)
		*Ending Balance:	350.00	0.00	0.00	0.00	0.00	(13,508.88)
12 704 1719	WOOD SHOP	*Previous Balance						0.00
12 704 1719	WOOD SHOP		0.00	0.00	0.00	0.00	0.00	
12 1741 1719	EXTRA CURRICULAR ACTIVITY FEES		0.00	10.00	0.00	0.00	0.00	
12 704 1719	WOOD SHOP	*Current Activity						10.00
		*Ending Balance:	0.00	10.00	0.00	0.00	0.00	10.00
12 704 1721	CREDIT RECOVERY	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
12 704 1722	CASS COUNTY VBC	*Previous Balance						1,050.94
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	1,050.94
12 704 1723	H.S. LAPTOP INSURANCE FEE	*Previous Balance						(6,928.44)
12 704 1723	H.S. LAPTOP INSURANCE FEE		0.00	0.00	0.00	0.00	0.00	
12 1741 1723	HS LAPTOP INS FEE		0.00	9,671.84	0.00	0.00	0.00	
12 704 1723	H.S. LAPTOP INSURANCE FEE	*Current Activity						9,671.84
		*Ending Balance:	0.00	9,671.84	0.00	0.00	0.00	2,743.40

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
12 704 1790	OTHER LOCAL RECEIPTS	*Previous Balance						0.00
		*Ending Balance:	0.00	0.00	0.00	0.00	0.00	0.00
		Fund Total: 12	350.00	30,766.79	0.00	242.00	0.00	46,064.83

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	GENERAL						
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$7,400,974.00	\$596,601.44	\$7,270,866.17	98.40	\$130,107.83	\$118,648.71
1125	SA FLEX FUNDING	\$183,189.00	\$5,345.03	\$134,227.28	73.27	\$48,961.72	\$48,961.72
1150	LIMITED ENGLISH PROFICIENCY	\$73,000.00	\$2,132.08	\$62,490.76	85.60	\$10,509.24	\$10,509.24
1160	POVERTY PROGRAMS	\$799,892.00	\$63,089.42	\$802,993.09	100.39	(\$3,101.09)	(\$3,101.09)
1195	BAF FLEX FUNDING	\$24,146.00	\$142.12	\$21,096.41	87.37	\$3,049.59	\$3,049.59
1196	BAND	\$0.00	\$0.00	\$106.00	0.00	(\$106.00)	(\$106.00)
1200	SPECIAL EDUCATION PROGRAMS	\$3,087,385.00	\$167,200.03	\$2,956,025.34	95.92	\$131,359.66	\$125,938.61
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$257,769.00	\$17,855.86	\$304,741.60	120.06	(\$46,972.60)	(\$51,705.09)
1300	SUMMER SCHOOL	\$21,537.00	\$0.00	\$20,106.02	93.36	\$1,430.98	\$1,430.98
2120	GUIDANCE SERVICES	\$292,286.00	\$24,274.88	\$291,288.62	99.66	\$997.38	\$997.38
2130	HEALTH SERVICES	\$92,594.00	\$8,687.64	\$97,819.97	105.66	(\$5,225.97)	(\$5,240.46)
2141	SCHOOL PSYCHOLOGY SERVICES	\$182,369.00	\$15,003.12	\$182,024.06	99.82	\$344.94	\$319.94
2151	SA SPEECH PATHOLOGY	\$218,135.00	\$0.00	\$128,606.37	59.22	\$89,528.63	\$88,959.82
2152	PK 3-5 SPEECH PATHOLOGY	\$29,982.00	\$0.00	\$80,250.00	267.66	(\$50,268.00)	(\$50,268.00)
2161	SA OCCUPATIONAL THERAPY	\$25,000.00	\$0.00	\$23,515.50	94.06	\$1,484.50	\$1,484.50
2162	PK OCCUPATIONAL THERAPY	\$25,000.00	\$1,814.75	\$24,171.25	96.69	\$828.75	\$828.75
2171	SA PHYSICAL THERAPY	\$20,000.00	\$0.00	\$12,993.00	64.97	\$7,007.00	\$7,007.00
2172	PK PHYSICAL THERAPY	\$18,000.00	\$1,250.50	\$14,777.25	82.10	\$3,222.75	\$3,222.75
2181	SA VISION	\$20,000.00	\$0.00	\$13,577.77	67.89	\$6,422.23	\$6,422.23
2212	INSTR AND CURRICULUM DEVELOPMENT	\$109,800.00	\$7,889.66	\$24,279.48	125.95	\$85,520.52	(\$28,498.23)
2213	INSTRUCTIONAL STAFF TRAINING	\$7,500.00	\$0.00	\$1,677.70	115.44	\$5,822.30	(\$1,157.70)
2220	LIBRARY/MEDIA SERVICES	\$234,474.00	\$20,621.78	\$226,409.63	96.56	\$8,064.37	\$8,064.37
2230	INSTRUCTION RELATED TECHNOLOGY	\$142,642.00	\$0.00	\$113,211.32	79.37	\$29,430.68	\$29,430.68
2310	BOARD OF EDUCATION	\$269,300.00	\$2,141.00	\$292,008.30	109.57	(\$22,708.30)	(\$25,760.55)

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2320	EXECUTIVE ADMIN. SERVICES	\$235,265.00	\$19,838.22	\$235,804.84	100.43	(\$539.84)	(\$1,004.32)
2330	DISTRICT LEGAL SERVICES	\$20,000.00	\$0.00	\$8,106.00	40.53	\$11,894.00	\$11,894.00
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,293,331.00	\$116,931.96	\$1,307,576.38	101.10	(\$14,245.38)	(\$14,245.38)
2510	GENERAL BUSINESS SUPPORT	\$299,470.00	\$21,505.61	\$389,520.62	130.09	(\$90,050.62)	(\$90,114.79)
2530	DUPLICATING SERVICES	\$70,000.00	\$1,927.36	\$80,565.35	115.94	(\$10,565.35)	(\$11,154.76)
2580	ADMIN TECHNOLOGY SERVICES	\$279,821.00	\$20,109.44	\$285,616.74	105.32	(\$5,795.74)	(\$14,882.04)
2610	OPERATION OF PLANT	\$844,577.00	\$106,671.10	\$843,997.46	99.93	\$579.54	\$579.54
2620	MAINTENANCE OF PLANT	\$418,592.00	\$41,454.08	\$517,160.63	123.94	(\$98,568.63)	(\$100,218.63)
2630	UPKEEP OF GROUNDS	\$19,500.00	\$7,269.96	\$55,330.13	283.74	(\$35,830.13)	(\$35,830.13)
2650	VEHICLE OPERATION/MAINTENANCE	\$19,000.00	\$1,092.00	\$12,916.97	67.98	\$6,083.03	\$6,083.03
2660	SECURITY SERVICES	\$100,000.00	\$0.00	\$48,014.04	48.01	\$51,985.96	\$51,985.96
2670	SAFETY SERVICES	\$4,000.00	\$0.00	\$5,575.75	139.39	(\$1,575.75)	(\$1,575.75)
2710	REGULAR STUDENT TRANSPORTATION	\$375,300.00	\$42,328.54	\$426,339.91	113.60	(\$51,039.91)	(\$51,039.91)
2712	SA SPED VEHICLE OPERATION	\$213,500.00	\$19,124.50	\$218,614.58	102.40	(\$5,114.58)	(\$5,114.58)
2713	PK VEHICLE OPERATION	\$40,000.00	\$1,115.96	\$13,461.71	33.65	\$26,538.29	\$26,538.29
3300	COMMUNITY SERVICE OPERATIONS	\$31,175.00	\$1,510.49	\$33,622.69	110.00	(\$2,447.69)	(\$3,118.69)
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$600.00	\$0.00	\$2,915.30	485.88	(\$2,315.30)	(\$2,315.30)
3535	HIGH ABILITY LEARNERS	\$11,453.00	\$523.78	\$6,153.58	53.73	\$5,299.42	\$5,299.42
3541	BIRTH TO 3 ENDOWMENT	\$87,000.00	\$4,651.31	\$78,597.73	90.36	\$8,402.27	\$8,383.67
3599	OTHER STATE CATEGORICAL PROGRAMS	\$15,000.00	\$0.00	\$0.00	0.00	\$15,000.00	\$15,000.00
6200	TITLE I PART A	\$245,462.00	\$38,789.88	\$293,327.00	120.23	(\$47,865.00)	(\$49,649.75)
6310	TITLE II PART A	\$60,957.00	\$2,250.47	\$30,915.10	50.72	\$30,041.90	\$30,041.90
6406	IDEA PRESCHOOL (619) BASE	\$13,152.00	\$1,035.92	\$12,484.70	94.93	\$667.30	\$667.30
6408	IDEA BASE/EP	\$376,095.00	\$28,437.56	\$404,823.34	107.64	(\$28,728.34)	(\$28,728.34)
6412	IDEA PART B PROPORTIONATE SHARE	\$30,018.00	\$1,151.37	\$30,017.43	100.00	\$0.57	\$0.57

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
6421	IDEA 611 ARP	\$61,261.00	\$0.00	\$0.00	0.00	\$61,261.00	\$61,261.00
6422	IDEA NON PUBLIC ARP	\$5,331.00	\$0.00	\$0.00	0.00	\$5,331.00	\$5,331.00
6423	IDEA 619 ARP	\$5,644.00	\$0.00	\$5,644.00	100.00	\$0.00	\$0.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	\$200.00	\$0.00	\$155.00	77.50	\$45.00	\$45.00
6700	PERKINS REVISION GRANT	\$19,881.00	\$0.00	\$19,345.26	97.31	\$535.74	\$535.74
6940	HEAD START	\$1,275,300.00	\$61,181.85	\$1,136,302.34	89.48	\$138,997.66	\$134,113.30
6968	TITLE IV PART B 21ST CENTURY	\$58,312.00	\$794.44	\$44,071.55	75.58	\$14,240.45	\$14,240.45
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	\$12,000.00	\$0.00	\$2,491.76	88.95	\$9,508.24	\$1,326.16
6990	OTHER FED CATEGORICAL SOURCES	\$160,000.00	\$0.00	\$180,182.75	112.61	(\$20,182.75)	(\$20,182.75)
6993	AMERICAN RESCUE PLAN HOMELESS HCY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	(\$1,000.00)
6997	ESSERS II	\$474,639.00	\$11,400.00	\$304,670.95	64.19	\$169,968.05	\$169,968.05
6998	ESSERS III	\$1,000,000.00	\$125,580.78	\$312,597.92	33.26	\$687,402.08	\$667,402.08
8000	TRANSFERS	\$23,000.00	\$0.00	\$5,170.00	22.48	\$17,830.00	\$17,830.00
9000	NON PROGRAM EXPENDITURES	\$3,000.00	\$0.00	\$3,450.79	115.03	(\$450.79)	(\$450.79)
01	GENERAL	\$21,736,810.00	\$1,610,725.89	\$20,454,803.19	95.00	\$1,282,006.81	\$1,087,339.70

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
02	DEPRECIATION FUND						
2900	OTHER SUPPORT SERVICES	\$1,111,082.00	\$0.00	\$0.00	0.00	\$1,111,082.00	\$1,111,082.00
8000	TRANSFERS	\$1,000.00	\$0.00	\$0.00	0.00	\$1,000.00	\$1,000.00
02	DEPRECIATION FUND	<u>\$1,112,082.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>	<u>\$1,112,082.00</u>	<u>\$1,112,082.00</u>

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
03	EMPLOYEE BENEFITS FUND						
2900	OTHER SUPPORT SERVICES	\$43,000.00	\$5,206.31	\$61,682.86	143.45	(\$18,682.86)	(\$18,682.86)
03	EMPLOYEE BENEFITS FUND	\$43,000.00	\$5,206.31	\$61,682.86	143.45	(\$18,682.86)	(\$18,682.86)

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
06	CAFETERIA						
3100	FOOD SERVICE OPERATIONS	\$892,005.00	\$10,941.24	\$807,820.44	91.12	\$84,184.56	\$79,184.56
06	CAFETERIA	\$892,005.00	\$10,941.24	\$807,820.44	91.12	\$84,184.56	\$79,184.56

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
07	BOND FUND						
5000	DEBT SERVICES	\$948,292.00	\$0.00	\$951,091.26	117.59	(\$2,799.26)	(\$166,832.39)
07	BOND FUND	\$948,292.00	\$0.00	\$951,091.26	117.59	(\$2,799.26)	(\$166,832.39)

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
08	SPECIAL BLDG FUND						
2515	CENTRAL SERVICES/BLDGS AND SITES	\$0.00	\$0.00	\$37,179.50	0.00	(\$37,179.50)	(\$37,179.50)
2560	PUBLIC RELATIONS SERVICES	\$0.00	\$6,625.00	\$39,750.00	0.00	(\$39,750.00)	(\$39,750.00)
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$150,000.00	\$0.00	\$15,130.28	10.09	\$134,869.72	\$134,869.72
4500	BUILDING CONSTRUCTION	\$0.00	\$0.00	\$2,720.00	0.00	(\$2,720.00)	(\$2,720.00)
4700	BUILDING IMPROVEMENTS	\$1,811,770.00	\$213,324.56	\$1,473,606.91	81.34	\$338,163.09	\$338,163.09
08	SPECIAL BLDG FUND	\$1,961,770.00	\$219,949.56	\$1,568,386.69	79.95	\$393,383.31	\$393,383.31

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU						
2610	OPERATION OF PLANT	\$370,000.00	\$0.00	\$0.00	0.00	\$370,000.00	\$370,000.00
5000	DEBT SERVICES	\$322,618.00	\$0.00	\$322,817.50	104.03	(\$199.50)	(\$13,008.25)
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$692,618.00	\$0.00	\$322,817.50	48.46	\$369,800.50	\$356,991.75

EXPENDITURE BY FUNCTION SUMMARY
08/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
12	STUDENT FEES						
2190	OTHER PUPIL SUPPORT SERVICES	\$103,542.00	\$350.00	\$94,440.85	91.44	\$9,101.15	\$8,859.15
12	STUDENT FEES	\$103,542.00	\$350.00	\$94,440.85	91.44	\$9,101.15	\$8,859.15

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,196,552.00	91,602.92	8,200,421.43	89.17	996,130.57
01 1115	CARLINE TAXES	10,000.00	0.00	8,222.06	82.22	1,777.94
01 1120	PUBLIC POWER DIST SALES TAX	185,000.00	0.00	166,617.01	90.06	18,382.99
01 1125	MOTOR VEHICLE TAX	950,000.00	85,508.15	862,595.32	90.80	87,404.68
01 1370	PRESCHOOL TUITION	50,000.00	20,768.00	72,609.07	145.22	(22,609.07)
01 1510	INTEREST ON INVESTMENTS	1,300.00	783.45	5,625.83	432.76	(4,325.83)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.76	0.00	(1.76)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	0.23	5.42	0.00	(5.42)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	3,500.00	59.50	9,661.28	276.04	(6,161.28)
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	15,000.00	430.00	1,925.00	12.83	13,075.00
01 1911	LOCAL LICENSE FEES	6,000.00	0.00	5,935.00	98.92	65.00
01 1921	CITY POLICE COURT FINES	0.00	9,910.57	9,910.57	0.00	(9,910.57)
01 1990	MISCELLANEOUS LOCAL REVENUE	54,000.00	0.00	23,468.41	43.46	30,531.59
01 1990 0003	MISC LOCAL REVENUE/HD ST	0.00	0.00	0.72	0.00	(0.72)
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	5,045.00	0.00	(5,045.00)
Subtotal: 1000		10,471,352.00	209,062.82	9,372,043.88	89.50	1,099,308.12
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	0.00	113,427.41	126.03	(23,427.41)
01 2210	ESU RECEIPTS	5,000.00	1,320.48	1,320.48	26.41	3,679.52
Subtotal: 2000		95,000.00	1,320.48	114,747.89	120.79	(19,747.89)
01 3110	STATE AID TO DISTRICTS	5,577,327.00	0.00	5,577,327.00	100.00	0.00
01 3120	SPECIAL ED PROGRAMS	1,500,000.00	0.00	1,413,752.00	94.25	86,248.00
01 3125	SPECIAL ED TRANSPORTATION	130,000.00	0.00	89,186.00	68.60	40,814.00
01 3130	HOMESTEAD EXEMPTION	350,000.00	71,163.39	419,422.22	119.83	(69,422.22)
01 3131	RELIEF TO PROPERTY TAXPAYERS	466,500.00	0.00	242,338.14	51.95	224,161.86
01 3132	PERSONAL PROPERTY TAX CREDIT	500.00	0.00	242,338.14	48,467.63	(241,838.14)
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	8,000.00	0.00	0.00	0.00	8,000.00
01 3155	RULE 4 TEXTBOOK LOAN	15,000.00	0.00	0.00	0.00	15,000.00
01 3165	PRESCHOOL FLEX FUNDING	8,000.00	0.00	11,302.00	141.28	(3,302.00)
01 3180	PRO-RATA MOTOR VEHICLE	30,000.00	0.00	22,283.08	74.28	7,716.92
01 3400	STATE APPORTIONMENT	225,000.00	0.00	198,456.17	88.20	26,543.83
01 3535	HIGH ABILITY LEARNERS	12,750.00	0.00	11,453.00	89.83	1,297.00
01 3541	BIRTH TO 3 ENDOWMENT	87,000.00	0.00	69,589.00	79.99	17,411.00
01 3990	OTHER STATE SOURCES	20,000.00	0.00	29,266.00	146.33	(9,266.00)
Subtotal: 3000		8,430,077.00	71,163.39	8,326,712.75	98.77	103,364.25
01 4309 0003	HEAD START	0.00	0.00	506,243.17	0.00	(506,243.17)
01 4309 0004	HEAD START	1,275,300.00	0.00	480,205.18	37.65	795,094.82
01 4505	TITLE I ESEA	300,000.00	0.00	212,433.00	70.81	87,567.00
01 4509	TITLE II PART A	50,000.00	0.00	10,116.00	20.23	39,884.00
01 4512	IDEA POVERTY/BASE	0.00	0.00	9,634.00	0.00	(9,634.00)
01 4516	IDEA PART B (619) PRESCHOOL	18,000.00	0.00	10,156.00	56.42	7,844.00
01 4518	IDEA BASE AND E/P	492,000.00	0.00	181,874.00	36.97	310,126.00
01 4521	IDEA NON PUBLIC	20,000.00	0.00	20,806.00	104.03	(806.00)
01 4524	ROTC REIMBURSEMENT FROM DOD	80,000.00	0.00	77,799.26	97.25	2,200.74
01 4529	ADULT BASIC EDUCATION	0.00	0.00	2,055.74	0.00	(2,055.74)
01 4530	OTHER FEDERAL RECEIPTS	0.00	0.00	124,975.00	0.00	(124,975.00)
01 4531	21ST CENTURY LEARNING GRANT/MS	50,000.00	0.00	12,058.00	24.12	37,942.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	0.00	3,291.64	32.92	6,708.36
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	0.00	42,001.54	210.01	(22,001.54)
01 4969	TITLE IV STUDENT SUPPORT	18,000.00	0.00	31,180.00	173.22	(13,180.00)
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	1,700,000.00	0.00	0.00	0.00	1,700,000.00
01 4997	ESSER II	0.00	0.00	519,616.00	0.00	(519,616.00)
01 4998	ESSERS III	0.00	0.00	168,952.00	0.00	(168,952.00)
Subtotal: 4000		4,033,300.00	0.00	2,413,396.53	59.84	1,619,903.47
01 5300	SALE OF PROPERTY	5,000.00	0.00	0.00	0.00	5,000.00

Fund: 01 GENERAL

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 5690	OTHER NON-REVENUE RECEIPTS	1,500.00	82.46	1,071.46	71.43	428.54
	Subtotal: 5000	6,500.00	82.46	1,071.46	16.48	5,428.54
	Fund Total:	23,036,229.00	281,629.15	20,227,972.51	87.81	2,808,256.49

Fund: 02 DEPRECIATION FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INVESTMENT INCOME	1,700.00	1.75	20.63	1.21	1,679.37
	Subtotal: 1000	1,700.00	1.75	20.63	1.21	1,679.37
02 5200	FUND TRANFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: 5000	50,000.00	0.00	0.00	0.00	50,000.00
	Fund Total:	51,700.00	1.75	20.63	0.04	51,679.37

Fund: 03 EMPLOYEE BENEFITS FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 5200	FUND TRANSFERS IN	43,000.00	4,338.62	61,700.19	143.49	(18,700.19)
	Subtotal: 5000	43,000.00	4,338.62	61,700.19	143.49	(18,700.19)
	Fund Total:	43,000.00	4,338.62	61,700.19	143.49	(18,700.19)

Fund: 06 CAFETERIA

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1611	DAILY SALES	55,000.00	18,320.58	45,542.27	82.80	9,457.73
	Subtotal: 1000	55,000.00	18,320.58	45,542.27	82.80	9,457.73
06 3150	STATE REIMBURSEMENT	5,400.00	0.00	0.00	0.00	5,400.00
	Subtotal: 3000	5,400.00	0.00	0.00	0.00	5,400.00
06 4210	FEDERAL REIMBURSEMENT	595,000.00	0.00	887,360.65	149.14	(292,360.65)
06 4211 0005	FED REIMB/CACFP	35,000.00	0.00	73,001.38	208.58	(38,001.38)
	Subtotal: 4000	630,000.00	0.00	960,362.03	152.44	(330,362.03)
	Fund Total:	690,400.00	18,320.58	1,005,904.30	145.70	(315,504.30)

Fund: 07 BOND FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL TAXES	1,073,056.00	10,615.29	991,493.65	92.40	81,562.35
07 1115	CARLINE TAXES	1,300.00	0.00	991.18	76.24	308.82
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	19,298.38	96.49	701.62
07 1510	INVESTMENT INCOME	80.00	6.14	82.28	102.85	(2.28)
Subtotal: 1000		1,094,436.00	10,621.43	1,011,865.49	92.46	82,570.51
07 3130	HOMESTEAD EXEMPTION	50,000.00	8,325.21	48,662.23	97.32	1,337.77
07 3131	RELIEF TO PROPERTY TAXPAYERS	40,600.00	(83.25)	27,985.57	68.93	12,614.43
07 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	28,068.82	0.00	(28,068.82)
07 3180	PRO-RATA MOTOR VEHICLE	2,675.00	0.00	2,705.73	101.15	(30.73)
Subtotal: 3000		93,275.00	8,241.96	107,422.35	115.17	(14,147.35)
07 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		1,187,711.00	18,863.39	1,119,287.84	94.24	68,423.16

Fund: 08 SPECIAL BLDG FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL TAXES	0.00	0.13	19.43	0.00	(19.43)
08 1510	INTEREST ON LOCAL RECEIPTS	850.00	430.36	1,361.06	160.12	(511.06)
Subtotal: 1000		850.00	430.49	1,380.49	162.41	(530.49)
08 5300	SALE OF PROPERTY	0.00	0.00	48,770.40	0.00	(48,770.40)
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	48,770.40	0.00	(48,770.40)
Fund Total:		850.00	430.49	50,150.89	5,900.10	(49,300.89)

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	376,319.00	3,716.29	343,293.06	91.22	33,025.94
09 1115	CARLINE TAXES	380.00	0.00	344.54	90.67	35.46
09 1120	PUBLIC POWER DIST SALES TAX	0.00	0.00	6,767.91	0.00	(6,767.91)
09 1510	INVESTMENT INCOME	400.00	0.00	169.89	42.47	230.11
Subtotal: 1000		377,099.00	3,716.29	350,575.40	92.97	26,523.60
09 3130	HOMESTEAD EXEMPTION	15,000.00	2,889.53	17,064.17	113.76	(2,064.17)
09 3131	RELIEF TO PROPERTY TAXPAYERS	15,921.00	0.00	19,687.34	123.66	(3,766.34)
09 3180	PRO-RATA MOTOR VEHICLE	950.00	0.00	939.07	98.85	10.93
Subtotal: 3000		31,871.00	2,889.53	37,690.58	118.26	(5,819.58)
09 5103	QUALIFIED SCHOOL CONSTRUCTION BONDS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		408,970.00	6,605.82	388,265.98	94.94	20,704.02

Fund: 12 STUDENT FEES

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
12 1741 1696	H.S. PARTICIPATION FEES	11,500.00	12,069.99	17,367.82	151.02	(5,867.82)
12 1741 1697	M.S. PARTICIPATION FEES	5,000.00	4,149.99	7,331.28	146.63	(2,331.28)
12 1741 1698	H.S. BAND RENTALS	1,000.00	2,050.00	2,421.50	242.15	(1,421.50)
12 1741 1706	M.S. BAND RENTALS	1,000.00	1,564.99	3,817.11	381.71	(2,817.11)
12 1741 1708	HEALTH FEES	500.00	499.99	1,754.83	350.97	(1,254.83)
12 1741 1710	H.S. ART FEES	1,000.00	749.99	799.99	80.00	200.01
12 1741 1718	DRIVERS ED	10,000.00	0.00	6,305.51	63.06	3,694.49
12 1741 1719	EXTRA CURRICULAR ACTIVITY FEES	0.00	10.00	10.00	0.00	(10.00)
12 1741 1723	HS LAPTOP INS FEE	10,000.00	9,671.84	13,471.06	134.71	(3,471.06)
Subtotal: 1000		40,000.00	30,766.79	53,279.10	133.20	(13,279.10)
Fund Total:		40,000.00	30,766.79	53,279.10	133.20	(13,279.10)

Revenue Summary Report
Processing Month: 08/2022

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	25,458,860.00	360,956.59	22,906,581.44	89.97	2,552,278.56

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL	
ACCELERATED GRAPHX LLC		SUPPLIES	1,095.65
ACTION BATTERIES UNLIMITED INC		SUPPLIES	199.00
AGRIVISION GROUP LLC		SERVICE/SUPPLIES	6,500.00
ALL COVERED		SERVICES	3,149.25
ALLIED OIL & SUPPLY INC		SUPPLIES	166.50
AMAZON CAPITAL SERVICES INC		SUPPLIES	9,055.54
APPLE COMPUTER INC		EQUIPMENT	59,545.25
AVERY RENTS INC		SERVICE	84.33
B & D DIAMOND PRO INC		SEEDING/AERATING	420.00
BECK, JULIANA			38.20
BISHOP BUSINESS EQUIPMENT COMPANY,		SUPPLIES/SERVICE	1,225.00
BLACKWELL, KATHRYN		MILEAGE REIMBURSEMENT	735.00
BOMGAARS		SUPPLIES	599.06
BRAINPOP LLC		SUPPLIES	2,155.00
CANON FINANCIAL SERVICES, INC		COPIER LEASES	3,049.41
CAPITAL BUSINESS SYSTEMS INC		COPIER SUPPLIES/SERVICE	813.51
CENGAGE LEARNING		SUPPLIES	655.33
CHARTER COMMUNICATIONS HOLDING COMPANY LLC		SERVICE	101.13
CITY OF PLATTSMOUTH		WATER & SEWER	3,261.36
CLASSLINK, INC.		SUPPLIER	8,455.00
COLUMBUS TELEGRAM		SUPPLIES/ADVERTISING	171.80
COMPANION CORPORATION		SUPPLIES	1,082.00
CORNERSTONES OF CARE		SERVICES	3,500.00
COUNCIL BLUFFS WINNELSON		SUPPLIES	1,436.36
DIAMOND VOGEL INC		SUPPLIES	625.05
DICK BLICK		SUPPLIES	20.04
DIETZE MUSIC HOUSE		SUPPLIES	198.35

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
DIGGINS, JUSTIN		591.25
DIX, JOEL	SERVICE	83.09
DUECHTING, CYNTHIA	LEP SERVICES	2,522.47
EARLY CHILDHOOD TRAINING CTR	IN-SERVICE	50.00
EDUCATIONAL SERVICE UNIT #3	SERVICE	853.09
ELECTRONIC SOUND, INC	SUPPLIES/SERVICE	227.00
ELLSWORTH PUBLISHING CO	KEYBOARDING PROGRAM	763.20
FASTENAL COMPANY	SUPPLIES	5,365.09
FIELD PAPER COMPANY	PAPER	14,640.00
FIREGUARD INC	SUPPLIES/SERVICE	9,145.13
FIRST STUDENT INC	TRANSPORTATION	8,004.49
FOLLETT SCHOOL SOLUTIONS INC	SUPPLIES	899.81
GODFATHERS PIZZA	PIZZA	74.87
GONE LOGO	T SHIRTS	757.50
GREENLIFE GARDENS	SUPPLIES	172.50
HALL, CARMEN	REIMBURSEMENT	9.68
HARDY, JEANNIE		46.08
HEARTLAND FAMILY SERVICE	TUITION	4,932.00
HEARTLAND FOUNDATION	TUITION	12,784.00
HERBAN COFFEE AND BLOOMS	FLOWERS	294.25
HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO	SUPPLIES	2,117.78
HOUGHTON MIFFLIN GRT SOURCE	SUPPLIES	185.01
HY-VEE STORES	FUEL/SUPPLIES	266.99
IDW LLC	SUPPLIES	85.78
J.W. PEPPER & SON INC	SUPPLIES	763.89
JOHN DEERE LANDSCAPES LLC	SERVICE	3,829.18
JUNIOR LIBRARY GUILD	BOOKS	2,061.00
JUST FOR KIDS THERAPY INC	SERVICES	2,961.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
KCS HOSPITALITY INC	HOTEL ACCOMMODATIONS	3,034.35
KERNS EXCAVATING	SERVICE/SUPPLIES	205.00
KUDER INC	SUPPLIES	69.95
LANGFELDT OVERHEAD DOOR INC	SERVICE	705.00
LEARNING A-Z	LICENSE	1,000.00
LEARNING WITHOUT TEARS	SUPPLIES	1,161.35
LOGAN CONTRACTORS SUPPLY INC	SUPPLIES	770.00
MACGILL, WILLIAM V	SUPPLIES	362.34
MATHESON TRI-GAS INC	SUPPLIES	104.47
MCCANDLESS STUMP REMOVAL	SERVICE	2,750.00
MCCANDLESS, SAMUEL	SERVICE	13,325.00
MCGRAW-HILL SCHOOL EDUCATION	SUPPLIES	2,031.92
MEISINGER, JULIE	REIMBURSEMENT	24.91
MENARDS BELLEVUE	SUPPLIES	174.58
MIDWEST PRODUCTS II LLC	SUPPLIES	1,440.00
MORRISON, WENDY	REIMBURSEMENT	9.68
MOSS, DONNA	SPEECH LANGUAGE SERVICES	8,192.30
MULLENAX AUTO SUPPLY	SUPPLIES	467.78
NASB ALICAP	INSURANCE	217,037.00
NASSP	MEMBERSHIP/SUPPLIES	480.00
NCS PEARSON INCORPORATED	SUPPLIES	18,401.71
NCSA	REGISTRATIONS/DUES	4,147.00
NEBR ASSOC OF SCHOOL BOARDS	INSERVICE/FEES	301.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	25,557.42
NEW DIRECTIONS SOLUTIONS LLC	SERVICES	22,500.00
NORTHWEST MISSOURI STATE	SCHOLARSHIP	1,026.00
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	91.60
OMAHA WINLECTRIC CO	SUPPLIES	703.42

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	942.00
OPAA FOOD MANAGEMENT INC	SERVICE	83.70
PAT'S PIANO SERVICE	TUNING	180.00
PERMITE LLC	SERVICE	500.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	442.50
PIONEER ATHLETICS	FIELD STRIPER	349.74
PLATTSMOUTH ROTARY CLUB, ROTARY INTERNATIONAL	DUES	630.00
PRO-ED	SUPPLIES	929.50
PROFESSIONAL BINDING PRODUCTS	SUPPLIES	200.30
PROFESSIONAL HEATING AND AIR	SERVICE	88,030.00
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	230.00
QUADIENT FINANCE USA INC	POSTAGE	1,300.00
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	276.00
RALSTON PUBLIC SCHOOLS	HEARING IMPAIRED SERVICES	184.55
REALLY GREAT READING COMPANY, LLC	SUPPLIES	12,468.60
RENAISSANCE LEARNING INC	SUPPLIES	3,142.00
RGS REPAIR INC	SERVICES	944.36
RIVERSIDE ASSESSMENTS LLC	SUPPLIES	1,775.00
SCHOLASTIC MAGAZINES	SUBSCRIPTION	163.63
SCHOLTING, ETHAN	REIMBURSEMENT	113.96
SCHOOL SPECIALTY LLC	SUPPLIES	6,129.35
SCHROEDER, ZACH	REIMBURSEMENT	184.54
SDI INNOVATIONS INC	SUPPLIES	279.22
SHRED IT US JV LLC	SHREDDING	157.27
SOFTWARE UNLIMITED INC	SERVICES/WORKSHOPS	8,549.00
STANCE	DUES	250.00
STAUB, LACEY	MILEAGE REIMBURSEMENT	1,489.50
SWEET RICE THAI FOOD, LLC	FOOD	396.53

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	721.00
TITAN MACHINERY INC	EQUIPMENT	290.00
TK ELEVATOR CORPORATION	SERVICE	570.87
UNIVERSITY OF NEBRASKA - OMAHA	FEES/TUITION	513.00
UNIVERSITY OF NEBRASKA KEARNEY	TUITION/FEES	1,026.00
US BANK NA	FUEL PURCHASES	591.21
VERIZON WIRELESS	CELL SERVICE	527.45
WARGA, STEVE	ADVERTISING	164.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	2,938.81
WESTERN PSYCHOLOGICAL SERVICES	SUPPLIES	939.40
WILBUR-ELLIS HOLDINGS II INC	SUPPLIES	351.42
WINDSTREAM	TELEPHONE SERVICE	5,386.92
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,208.33
	Fund Total:	655,446.69
Checking	1 Fund: 06 CAFETERIA	
BOMGAARS	SUPPLIES	36.83
	Fund Total:	36.83
Checking	1 Fund: 08 SPECIAL BLDG FUND	
FRUITFUL DESIGN & STRATEGY	SERVICES	6,625.00
LUND-ROSS CONSTRUCTORS INC	SERVICES	50,000.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	1,860.00
WEB RESOURCE LLC SCHOOL OUTLET.COM	FURNITURE/SUPPLIES	6,995.65
	Fund Total:	65,480.65
Checking	1 Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	
WELLS FARGO BANK N.A.	FEES	400.00
	Fund Total:	400.00
Checking	1 Fund: 12 STUDENT FEES	
A A ACTIVITY ACCOUNT	TRANSFERS	650.00
	Fund Total:	650.00
	Checking Account Total:	722,014.17
<u>Checking</u>	3	
Checking	3 Fund: 05 ACTIVITY FUND	
AMAZON CAPITAL SERVICES INC	SUPPLIES	1,290.21
WEISSMAN'S THEATRICAL SUPPLIES INC	SUPPLIES	479.20

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
		Fund Total:	1,769.41
		Checking Account Total:	1,769.41

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
<u>Checking</u>	1		
Checking	1	Fund: 01 GENERAL	
CITI CARDS		SUPPLIES	169.80
DAIRY QUEEN		SUPPLIES	74.84
FIRST NATIONAL BANK		EXPENSES	46.47
HY-VEE STORES		FUEL/SUPPLIES	60.99
WAL-MART		SUPPLIES	177.93
		Fund Total:	530.03
		Checking Account Total:	530.03

PCS Superintendent Update

Sept. 9, 2022



From the
Superintendent's desk

Superintendent Dr. Richard E. Hasty

We are off to a great start with the 2022-2023 school year. We are scheduled to be back in session with students on Mon., Sept. 12, 2022.

The Plattsmouth Harvest Festival

Where Corn is Still King



There are many events at the Plattsmouth Harvest Festival this weekend. Go to http://plattsmouthharvestfestival.com/Schedule_of_Events.html for more information.



Sun., Sept. 11, 2022 will mark 21 years since the attack on the twin towers in New York City. Let's remember those that lost their lives on that day, as well as everyone that has fought to defend our country before, during, and after the attack. We are blessed to live with our freedom in the United States of America.



Watch activities on Blue Devil Television (BDTV). Go to <https://www.pcsd.org/bdtv>.



We are in the process of drafting our 2022-2023 budget that is due by Sept. 30, 2022. Look for more budget information in future updates.



Click the links below to access our 2022-2023 and 2023-2024 PCS District Calendars that were approved by our Board of Education.

[2022-2023 PCS District Calendar](#)

[2023-2024 PCS District Calendar](#)

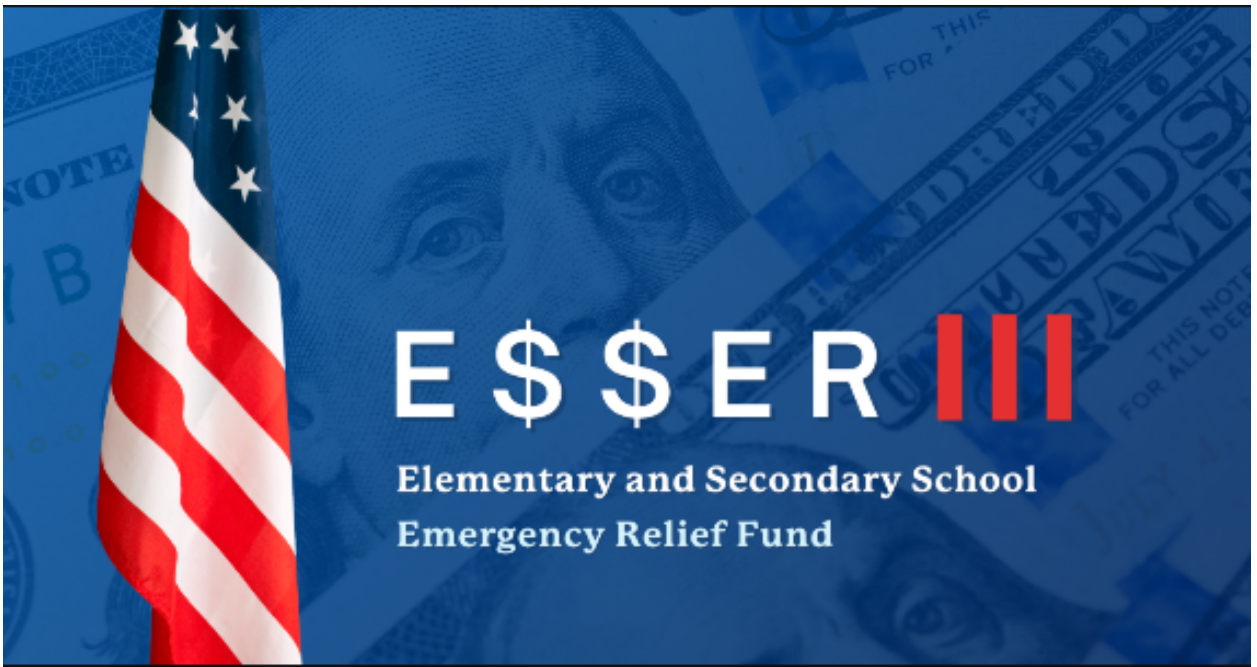
Board Meeting Minutes

Draft minutes from our Board of Education meeting on Aug. 8, 2022 are available by clicking [HERE](#).



TRAILBLAZER CONFERENCE

PCS is a member of the Trailblazer Conference. In the 2022-2023 school year, the Malcolm Public Schools will be joining our conference. In the 2023-2024 school year, the Ashland-Greenwood Public Schools will be joining our conference. Click [HERE](#) to view the Trailblazer Conference Fall Kick-Off slideshow. Go to slide #2 to play the video. Go Big Blue!



On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER) III Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the

pandemic. The ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students – especially those who are the furthest from opportunity – and to continue to strengthen teaching and learning. PCS was eligible for \$1,505,865 of ESSER III funds.

In order to be eligible for ESSER III funding, Nebraska school districts had to submit an amendment to our ARP application by Sept. 15, 2021. Prior to submitting the application, we requested your input relative to the potential uses of the funds.

Thank you to everyone that provided input regarding the potential uses of ESSER III funds at PCS. I am pleased to inform you that we were able to incorporate many of the items in our amendment including updated curriculum materials, professional development for staff members, Clifton Strengths training and support for staff members, bleachers on the east side of the high school stadium, new activity buses and sport utility vehicles, staff dependent care, staff COVID-19 emergency leave (many districts no longer offer this to employees), renovation of the outdoor middle school concession stand to include restrooms, personal protective equipment, interactive technological devices, furniture and equipment, music risers, and musical instruments. If you do not see a specific item, it might be included in one of these broad categories or it might be obtained through other available funding sources

Additionally, I am pleased to inform you that our amendment was approved by the Nebraska Department of Education (NDE). That is great news!

Business manager Jenni Serkiz and I will continue meeting with the Board of Education's Finance Committee to develop a plan and timeline for spending the funds. Unfortunately, we must pay for the items and wait for reimbursement to arrive later. With other ARP funds, it has taken up to eight months for NDE to process the reimbursement request and transfer funding to our district.

Since we are already accessing a line of credit for our usual general fund expenses, we will have to be very strategic about spreading our ESSER III expenditures over the next two fiscal years. For instance, we plan to expend approximately \$1 mil. in the 2021-2022 fiscal year from Sept. 1 to Aug. 31, with the additional amount of about \$505,865 being spent in the 2022-2023 fiscal year.

Our plan for expenditure of ESSER III funds is available by clicking [HERE](#). There were other requests submitted for ESSER III that are not included here, but many of them are being addressed with other funding sources available in the district.

Thank you, again, for providing your input for our amendment.



A food service management proposal from Taher, Inc. was approved by our Board of Education. We working with Taher, Inc. in the 2022-2023 school year. Click [HERE](#) to learn more about their company.

THANK YOU
WE APPRECIATE YOUR INPUT

Thank you to everyone that provided input relative to our 2020-2021 COVID-19 protocols and items for consideration in the development of our *2021-2022 PCS Plan for Safe Return to School* that is available by clicking the link below. As part of our ESSER funding, we are required to post and periodically review our plan. Our plan is included below.

[PCS Plan for Safe Return to School](#)

Our safety team includes certified and non-certified staff members from our early childhood center, elementary school, middle school, and high school including administrators, nurses, school social workers/licensed mental health practitioners, school psychologists, Plattsmouth Education Association representatives, before and after school program directors, our nutrition services director, our transportation location manager, maintenance, and our school resource officer(s).

At this time, our safety team plans to resume quarterly meetings in the 2022-2023 school year. If there is a significant change in COVID-19 or related guidance, we might return to monthly meetings.

Click [HERE](#) to provide feedback relative to our 2021-2022 PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!



Let's continue to be vigilant in our health and safety efforts. I believe all of us would like to avoid contracting any illness whenever possible.

There is *nothing*
more *beautiful*
than someone who
goes out of their way
to make life beautiful
for others.

Mandy Hale

Thank you for your support of the Plattsmouth Community
Schools. [#PLATTSMOUTHSTRONG](#)

Best regards,

Superintendent Dr. Richard E. Hasty

**Plattsmouth High School
Principal's Report
Todd Halvorsen
September 12, 2022**

Helping students find their path in a **Positive Respectful Intentional Determined and Engaged** learning environment.

Plattsmouth High School Enrollment

Freshman- 135
Sophomores-116
Juniors- 121
Seniors- 108
Other- 10
Total- 490

High Academic Achievement and Professional Learning Communities (PLC)

On Tuesday, August 30 the high school received a bomb threat through our See Something Say Something line. The students were evacuated from the building and housed on the football field while the school grounds and facilities were being checked. Students and staff did an excellent job throughout the ordeal. Once the building was cleared for reentrance the students returned to their classrooms, lunch was served and the rest of the day went on.

I would like to express my gratitude to the Plattsmouth Police Department, Plattsmouth EMS, Offutt Air Force Base, and the Omaha Police Department for their assistance. Mr. Campin also came over from the middle school to help as well.

The first Positive Celebration/Pep Rally was held on September 2. Students and staff were recognized for academic and activity accomplishment from last spring and summer.

NWEA MAP testing is completed and teachers are reviewing the data to help guide instruction.

Parent-Teacher Conferences have been moved to October 11-12 from 5:00-8:00 pm.

Students and Staff of The Week:

August 29 – September 2, 2022 - Nominated by the Career and Technical Education Dept.

P – POSITIVE - Wesley Vick (10)
R – RESPECTFUL - Mayson Richt (12)
I – INTENTIONAL - Valeria Corrales (9)
D – DETERMINATION - Mrs. Tina Harvey (Staff)
E – ENGAGED - Dylan Eby (11)

September 5 - 9, 2022 - Nominated by the Fine Arts Dept.

P – POSITIVE - Ben Fredrichs (12)
R – RESPECTFUL - Jayden Greise (9)
I – INTENTIONAL – Mr. Luke Chadwell (Staff)
D – DETERMINED - Eli Horner (11)
E – ENGAGED - Ava Thornton(10)

Academy Report

The year started on a positive note with Academy Kick-Off Day on August 19th. Team Concepts of Kearney,NE facilitated leadership training with the Academy Core Leaders in the morning followed by an afternoon with the whole school. All Academies participated in team building activities that focused on kindness - Kindness

Includes, Kindness Celebrates, Kindness Encourages and Kindness Trusts. Students and staff were engaged and have reported positive outcomes from the event.

All students and staff also received new Career Academy T-shirts made possible through a grant from the Midlands Community Foundation, ACL fundraising and Career Academy Sponsorships. Each Academy Shirt displays the newly designed logo on the front with the name of the Academy (ATEAM, BEACH or STEAM) on the sleeve.

The Career Academies continue to receive great support from the community through sponsorships and partnering together to provide opportunities for our students. New Career Academy Sponsors include Liquid Trucking (Platinum level) and Plattsmouth Lions Club (Bronze Level) bringing our total number of Career Academy Sponsors to fifteen! On September 1st Captain Ryan Crick of Plattsmouth Police Department presented at our first "Lunch & Learn" session for interested students. We had sixteen students choose to attend to learn about the various careers in Law Enforcement.

Guidance Report

We received the EducationQuest College Access Grant for the next four years. We will use it to provide opportunities for students to learn about colleges and what it takes to go to post high school. We have activities planned throughout the year including college visits, college fair, Apply2College day, etc. Senior students can start checking for scholarships. They can access how to do this by visiting the educationquest website and setting up an account through scholarshipquest. They can also access many various scholarships that will be posted in the Guidance Office throughout the year. Seniors and their parents can set up their ID for the FAFSA. Everything is explained on educationquest.org. Junior and senior students are currently in the process of enrolling in Dual Credit classes at either UNO or SCC. Some senior students are also taking college courses through MCC, which are FREE for the next 3 years! This is true for any student interested in taking college classes. If your senior student is currently thinking of being involved in college athletics, please be sure they are registering either with the NCAA or NAIA. If you have questions, please contact the Guidance Office for help!

Activities Report

Fall sports are in full swing. Softball has three wins thus far and a fourth place finish at the Omaha North Invitational. Volleyball hosted the annual Plattsmouth Invitational. We were able to gain our lone victory during the tournament. Football has played two games thus far, both losses but major improvements from week 1 to week 2. The Marching Band continues to put a lot of work in ahead of the Trailblazer Conference Marching Showcase which will be hosted by Plattsmouth on 9/21/22.

Homecoming is September 30 and there are activities scheduled for each day of the week leading up to Friday, September 30 to promote spirit. On Friday, September 30th the students will participate in Devilmania and the homecoming game will be at 7:00 against Omaha Gross. 2022 Hall of Fame inductees will also be honored at the game.

Organization Development and Capacity

The 2022-2023 school year will focus on the following points:

1. Continuing the growth of Wall to Wall Academies and expanding internship opportunities
2. Continue to develop a culture of respect, inclusion, encouragement, and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seek to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,
Todd Halvorsen

Middle School Board Report
John Campin-Principal
September 12, 2022

Current Enrollment Numbers for 2022-23

5th-98
6th-98
7th-98
8th-99
Total-393

I want to recognize the Special Education Staff. (Kelli Henry, Colleen Ksiazek, Pam Osthus, Dave Dukes, Kim Ryerson, Janetta Eipperle, Shelley Quade, Elizabeth Hadraba, Donna Shrimpton, Mandy Creekmore, Sara Fonseca and Rose Powers) The teachers spent numerous hours figuring out the schedule for this year with one less teacher. The schedule was and is a working document as new resource students continue to enroll. The paraprofessionals have taken on the challenge of working in different classrooms each day. I appreciate their hard work and dedication to our school!!

A shout out to all of our student body. This has been an amazing start to the school year. Students are following new procedures, problem solving and advocating for themselves at times. It is fun to come to school and see students succeeding!

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and extra curricular updates.

Plattsmouth Elementary School

Board of Education
Elementary Principal Report
Dr. Amber Johnson
September 12, 2022

1. Friday, September 9, 2022 - Professional Development Update

On Friday, September 9, 2022, the PES staff took time to analyze NWEA MAP student assessment results. As a grade level/job-alike team, our staff developed goals and objectives focused on student achievement and growth. The goals and objectives developed will be reviewed during Professional Learning Community meetings and throughout the course of the school year. This will provide opportunity for our staff to make instructional decisions and adjustments based on how students are progressing on the goals identified. We look forward to sharing our student assessment data results in the near future.

2. Really Great Reading Phonics Programming - Kindergarten and 1st Grade

This school year, our kindergarten and Grade 1 teachers will begin implementing a new phonics program, Really Great Reading (RGR). Our teachers will have been provided online training, as well as an observational visit to Wildewood Elementary within the Ralston Public School district. Our plan will be to begin implementing RGR on Monday, October 3, 2022.

We anticipate this new program will provide our students with explicit phonics instruction which are critical foundational skills.

3. Kindergarten - Grade 4 - Text Leveling Update

A child's "text level" is determined from a benchmark reading assessment that we use with students at least two times per year. The assessment is administered 1-1 in grades K-4 to every student. Younger students and students in intervention may be given this assessment more often.

A benchmark assessment is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.

It's very important that our educational community understands that a text level is a teacher's tool for instruction and not a child's label. Student text levels are fluid and typically can vary within a range. For example, a student reading in September at a level 2, may also have skills that align with a level 1 or 3. Students will begin receiving small group instruction during the last week of September for students in Grades 1-4 and the end of October for students in Kindergarten.

Plattsmouth Director of Instructional Services

Board of Education Report

Cherie Larson September 12, 2022

Plattsmouth Community Schools

Working in partnership to ensure academic achievement, responsible behavior and civic engagement.

Academic Achievement

Assessments

- 2022 NSCAS-Growth: State Reports will be ready sometime in September. Right now, we have unofficial data and teachers are using it to set goals and create action plans for the year.
- 2022-2023 NSCAS-Growth (See flyer below)
 - For the first time, NSCAS Growth will be given 3 times (Fall, Winter, Spring).
 - Students will have 3 opportunities to show growth and proficiency.
 - The first testing window opens on August 15th and go through September 22. This window was optional, and we did not take the test due to problems with the testing platform.
 - 3-8th graders will take reading and math NSCAS-Growth in the winter and spring.

Curriculum Work

- The World Languages team adopted a textbook. We will be reviewing implementation this year.
- The Physical Education and Health committees developed their Program Guide and will be working this fall to review and potentially adopt materials as well as to update plans and curriculum maps.
- The Reading Curriculum work is getting started.
 - Samples are being sent
 - Teachers are being trained. Fall and winter training will be offered through Title IIA funds.
 - The official adoption plan is being put into writing for approval by administrators and teachers.
- K-1 Staff adopted the Really Great Reading phonics/phonemes/graphemes curriculum. It aligns with state standards and was thoroughly reviewed.
- Health curriculum materials are being reviewed.
- Drama curriculum materials are being reviewed.
- Advanced Architecture curriculum materials are being reviewed.

Professional Development/Professional Learning Communities

- English Language Arts (Reading) staff were invited to attend three training opportunities. They were paid for their time.
- Professional Development on the new math curriculum is getting organized for 2022-2023.
 - Paid summer work time was offered to all math teachers
 - The initial program training took place on August 11th from 10-12:00.
 - Follow up support will take place throughout the year. It will be offered in 3-hour chunks by grade level.

Continuous Improvement

- The District Level Team recommended we explore revising the mission statement. The DLT mission sub-group has multiple times. They have identified two possible mission statements to present to the District Leadership Team. The District Leadership team met, developed a mission statement, and shared it with the Committee on American Civics at the April meeting.

Responsible Behavior

Civic Engagement

- Many civic engagement activities are being implemented.

Grants

- We were awarded a reVISION Action Grant (\$37,000 for teacher support and community connections). It focuses on working to engage all students in career awareness by providing professional development to staff, equipment related for school-based enterprises, and trips for students to businesses in the area.
- We were awarded a College Access Grant (\$10,000 for each of 4 years for a total of \$40,000). It provides opportunities for students to explore and get comfortable with 2 and 4 year college opportunities. It is not designed to make students attend college. It is designed to help students understand that it is an option.
- All of the Plattsmouth requests for the Perkins grant were approved. Funds were requested for materials needed in multiple career programs.
- A special Perkins grant awarded to PHS. Funds were requested to support the DECA program by getting a printer for expanding their T-shirt business.
- The ESSA Consolidated Grant application is being written. This includes Title I, Title IIA, Title III, and Title IV funds.



NSCAS

Through year

Assessment

Nebraska Student-Centered Assessment System

Student-Centered

- Focused on grade-level standards
- Adaptive beyond grade-level
- Provides multiple opportunities to succeed
- Shows growth over time

Benefits

- Identifies strengths and areas of focus
- Provides an NWEA RIT score
- Provides achievement levels related to state standards
- Provides useable data throughout the year

Teamwork

NDE is partnering with NWEA to create a test that provides useful state and national-level information. This through-year model allows educators to review data and adjust instruction during the year.

Parent Information

Parents get student reports after each testing session.

Testing Windows

Fall, winter, spring

For More Information

Contact:
clarson@pcsd.org

**Plattsmouth Community Schools
Board of Education Report
Amanda Wright
Special Education Administrator
September 12, 2022**

Special Education Student Numbers

- Elementary: 84
- Middle School: 69
- High School: 73
- Non-Public: 17
- Total K-12: 243

Monthly Special Education Meetings

Monthly meetings with each building have been scheduled with special education teachers. Discussions will center around special education related topics specific to each building. I will also be meeting with the school psychologists and speech language pathologists once a month.

PLUS Handbook

The handbook for the PLUS Center has been updated and included in this month's agenda.

Reports in Process

- 2021-2022 IDEA Reimbursement Requests
 - Grant reimbursement for special education
- 2021-2022 IDEA ARP Reimbursement Requests
 - Grant reimbursement for special education through the American Rescue Plan
- 2021-2022 Flex Funding Final Report
 - Grant reimbursement for preventative support for students who are not verified with a disability
- 2021-2022 Annual Special Education Financial Report
 - Reporting allowable/reimbursable special education costs for the 2021-2022 school year



**CASS COUNTY HEAD START & EARLY HEAD START
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Director's Report
September, 2022**

Early Childhood Numbers as of: 09/06/2022

Enrollment:

Accepted for Tuition/Head Start for 2022-2023:

PECC	64
Conestoga Head Start	15
Total for Head Start	79 out of 100
Tuition at PECC	30
<i>Total Enrollment for PECC/Conestoga</i>	<i>109</i>

Birth to Three Program Enrollment Report:

Sixpence	13
Birth to 5 Special Education Home/Community Based	37
Early Head Start	10 out of 10

Attendance (2022-2023)

Week Of:	Head Start Only	Tuition Only	Combined
Aug. 22nd	94.6%	92.5%	94%
Aug. 29th	90.2%	88%	89.6%

Head Start Grant Information:

The next grant is due October 1, 2022 for FY 2023. The chart below outlines the funding amounts for the grant for fiscal year 2022.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	\$1,026,018	100
Early Head Start program Operations & Trainings and Technical Assistance	\$161,772	10

Total Grand Funding	\$1,187,790	110
In-Kind (non-federal share) for HS & EHS	\$296,948	
Total Grant Amount	\$1,484,738	

The American Rescue Plan (COVID-19) non-competing new one-time grant was submitted on May 17, 2021.

Funding Type	Head Start	Early Head Start
American Rescue Plan (COVID-19) Non-Competing New One-Time Grant #07HE001040		\$131,615
In-Kind (non-federal share) for HS & EHS -- Waiver		\$0
TOTAL GRANT AMOUNT		\$131,615

Office of Head Start Communications:

- ACF-IM-HS-22-05, Head Start American Rescue Plan (ARP)

Personnel:

- 1 Para openings
- Waiting on background check for 2 para hires
 - Filling one spot at PECC
 - Filling one spot at Conestoga

Policy Council:

Policy Council had a meeting on Monday, Aug. 22nd at 6pm and conducted the following business:

- Approved the Personnel Policies, staff handbooks
- Approved the FY2023 Program Model
- Approved the FY2023 Update on Strategic Plan/5-Year Goals

Next meeting is scheduled for Monday, Sept. 19th at 6pm

Trainings:

Nebraska Early Intervention Getting Ready Approach Training Practices

- Component 1: Participants view a Getting Ready Approach home visit video while completing a specified set of questions prior to attending Getting Ready (GR) training. Providers watch a video of a provider and services coordinators (SC) watch a video of a SC utilizing the GR strategies. Debriefing about the videos occurs at the Getting Ready training.
- Component 2: Participants receive Getting Ready Approach training with information in sessions specific to their role, i.e. provider or SC.

- Component 3: Participants practice the Getting Ready Approach independently following the training using the role-specific training materials provided.
- Component 4: Participants are assigned a Getting Ready approved coach and engage in the approval process with coaching provided. Participants videotape themselves implementing the Getting Ready Approach with a family on a home visit. The assigned coach reviews and scores the videotape and provides feedback to the participant. The participant must score an 80% on the Getting Ready Implementation checklist on 2 separate home visits to be considered “Getting Ready Approved”. The timeline for approval is generally over the course of 6-8 months with feedback and practice between videotape submissions. Generally, 3-4 coaching sessions are needed.
- Component 5: After participants get approved, annual fidelity checks are completed as specified in the Nebraska Getting Ready Home Visit Fidelity Check Process, September, 2018.
- Planning Region Teams (PRTs) must follow the order and sequence of the Routines Based Early Intervention (RBEI) training strategies as delineated in Nebraska’s recommended training timeline:
<http://edn.ne.gov/cms/sites/default/files/train-timeline.pdf>. Provider and SC approval in, and implementation of, the RBI (child and family assessment) is first in the training sequence because the information obtained from the RBI leads to writing functional and meaningful IFSP outcomes, which is next in the training sequence. After implementing the RBI and functional IFSP outcomes are in place, training on the third strategy, quality routines-based home visits utilizing the Getting Ready Approach, is guided by the routines identified in the RBI and the outcomes identified in the IFSP.



**CASS COUNTY HEAD START & EARLY HEAD START
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Treasurer's Report
September, 2022**

Continuation Grant from 1/1/2022 to 12/31/2022 \$1,173,695

Total Head Start Grant Funds from 1/1/2022 to 12/31/2022	\$ 1,026,018
Total Early Head Start Grant Funds from 1/1/2022 to 12/31/2022	\$ 161,772
American Rescue Plan (COVID-19) Non-Competing One-Time Grant (2023)	\$ 131,615 (use by 2023)
Head Start Expenditures for the Month of: August 2022	\$ 65,833
Early Head Start Expenditures for the Month of: August 2022	\$ 4,651
Total Grant Period Expenditures 1/1/2022 to 12/31/2022	Head Start \$ 888,752 Early Head Start \$ 153,426
Percent of Budget 1/1/2022 to 12/31/2022	Head Start 38.8 % Early Head Start 16.3 %
In-Kind for the Month of: August, 2022	\$ 18,475.87
In-Kind Credited to Date:	Head Start 1/1/2022 to 12/31/2022 \$ 256,505 Early Head Start 1/1/2022 to 12/31/2022 \$ 40,443 Total 1/1/2022 to 12/31/2022 \$ 296,948

Head Start Nutrition Expenditures for the Month of: August, 2022 \$ 10,941



2021-2022 HEAD START PROGRAM INFORMATION REPORT
07CH010755-000 Plattsmouth Community School District

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	07CH010755
Program Number	000
Program Type	Head Start
Program Name	Plattsmouth Community School District
Program Address	902 Main St.
Program City, State, Zip Code (5+4)	Plattsmouth, NE, 68048
Program Phone Number	(402) 296 5250 - 2619
Head Start or Early Head Start Director Name	Ms. Juliana Beck
Head Start or Early Head Start Director Email	jbeck@pcsd.org
Agency Email	jbeck@pcsd.org
Agency Web Site Address	www.pcsd.org
Name and Title of Approving Official	Mr. Steve Barr, President, Board of Education
Unique Entity Identifier (UEI)	F4UCHHKBMBA4
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	<i># of children</i>
A.1 Funded Enrollment:	100
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	100
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0

Funded enrollment by program option

	<i># of slots</i>
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	100
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	100
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	6
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	42
e. 4 years old	38
f. 5 years and older	0
g. Total cumulative enrollment of children	80

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	80

Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	38
b. Public assistance such as TANF and SSI	5
c. Foster care	2
d. Homeless	1
e. Eligibility based on other type of need, but not counted in A.13.a through d	10
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	24

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
Recruitment plans were followed to find the neediest children for our program.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	18
b. Three or more years	0

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	9
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	0

	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	35

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	1
b. Asian	0	1
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	5	68
f. Bi-racial/Multi-racial	1	4
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	78
1. Of these, the number of children acquiring/learning another language in addition to English	4
b. Spanish	2
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	6

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	9

RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.

<i>Name/title</i>
ChildPlus

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	34	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	10	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	110
a. Of these, the number who are current or former Head Start or Early Head Start parents	76

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	6	16

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree in:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	3	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam	3	1

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education		
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	7
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	7

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	8

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	8
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	8

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0

	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0
	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	20
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	2
a. Of these, the number who are proficient in more than one language other than English	0

of non-supervisory
education and child
development staff

B.15 Language groups in which staff are proficient:	
a. Spanish	2
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	3	0
a. Of these, the number who were replaced	1	0

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	3
a. Of these, the number who were replaced	1
b. Of these, the number who left while classes and home visits were in session	3
c. Of these, the number that were teachers who left the program	0

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	1
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	2

1. Specify:	Change in job field	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer		0

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	75	80
a. Of these, the number enrolled in Medicaid and/or CHIP	54	59
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	21	21
C.2 Number of children with no health insurance	5	0

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	78	79
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	22	70
		# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		9
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		9
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:		# of children
1. No medical treatment needed		0
2. No health insurance		0
3. Parents did not keep/make appointment		0
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	0
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	5
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	2
f. Hearing Problems	1
g. Vision Problems	4
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

Body Mass Index (BMI) – children (HS and Migrant programs)

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	5
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	49
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	14
d. Obese (BMI at or above 95th percentile for child's age and sex)	12

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	77	77
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	0
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	3	3

Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	62	72

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	72
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	72
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	14
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	10
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	2
6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	2
8. No transportation	0
9. Other	0

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	6
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	6

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	5
a. Of these, the number who received an evaluation to determine IDEA eligibility	5
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	4
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	1
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	17
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	15
2. During this enrollment year	2
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.25 Diagnosed primary disability:		
a. Health impairment (i.e., meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	1	1
c. Speech or language impairments	5	5
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	1	1
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	10	10
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	63
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	63
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0

C.28 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
Other (Please Specify)
Other (Please Specify)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (PreSchool)
Other (Please Specify)
Other (Please Specify)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Other (Please Specify)
Parents as Teachers-What We Do Matters

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.32 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
<i>Name/title</i>
Other (Please Specify)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	71
a. Of these, the number of two-parent families	43
b. Of these, the number of single-parent families	28
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	69
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	27
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	1
b. Grandparents	0
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	1
e. Other	0

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	5
b. An associate degree, vocational school, or some college	12
c. A high school graduate or GED	53
d. Less than high school graduate	1

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	57
1. Of these families, the number in which one or more parent/guardian is employed	57
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	20
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	0
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	14

	<i># of families at end of enrollment</i>
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	65
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	57
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	8
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	6
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	6

	<i># of families at enrollment</i>
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	5
b. At least one parent/guardian is a veteran of the United States military	7

Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	2	2
C.40 Total number of families receiving Supplemental Security Income (SSI)	3	3
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	19	17
C.42 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	22	21

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	49
b. Housing assistance (e.g., subsidies, utilities, repairs)	7
c. Asset building services (e.g., financial education, debt counseling)	12
d. Mental health services	30
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	5
h. Assistance in enrolling into an education or job training program	4
i. Research-based parenting curriculum	0
j. Involvement in discussing their child's screening and assessment results and their child's progress	71
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	39
l. Education on preventive medical and oral health	71
m. Education on health and developmental consequences of tobacco product use	2
n. Education on nutrition	71
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	3
q. Assistance to families of incarcerated individuals	5
C.44 Of these, the number of families who were counted in at least one of the services listed above	71

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	32
b. Family goal setting	32
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	45
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	6

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	2
	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	3

	<i># of families</i>
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	<i># of children</i>
C.49 Total number of enrolled children who were in foster care at any point during the program year	3
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

	<i># of education and child development staff</i>
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	1
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	2

FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	4
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	3
b. Of these, the number that do not meet one of the qualifications described in D.5.a	1
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	1

FORMAL AGREEMENTS FOR COLLABORATION

	<i># of formal agreements</i>
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	8
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	8
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	8

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	22060952069
Last Update Date	06/09/2022



2021-2022 EARLY HEAD START PROGRAM INFORMATION REPORT
07CH010755-200 Plattsmouth Community School District

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	07CH010755
Program Number	200
Program Type	Early Head Start
Program Name	Plattsmouth Community School District
Program Address	902 Main St.
Program City, State, Zip Code (5+4)	Plattsmouth, NE, 68048
Program Phone Number	(402) 296 5250 - 2619
Head Start or Early Head Start Director Name	Ms. Juliana Beck
Head Start or Early Head Start Director Email	jbeck@pcsd.org
Agency Email	jbeck@pcsd.org
Agency Web Site Address	www.pcsd.org
Name and Title of Approving Official	Mr. Steve Barr, President, Board of Education
Unique Entity Identifier (UEI)	F4UCHHKBMBA4
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	<i># of children / pregnant women</i>
A.1 Funded Enrollment:	10
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	10
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded enrollment by program option

	<i># of slots</i>
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	10
A.4 Family child care option	0
A.5 Locally designed option	0

	# of pregnant women slots
A.6 Pregnant women slots	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	0
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	0
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	5
b. 1 year old	4
c. 2 years old	4
d. 3 years old	0
g. Total cumulative enrollment of children	13

Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	1

Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	14

Primary type of eligibility

	# of children / pregnant women
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	8
b. Public assistance such as TANF and SSI	1
c. Foster care	1
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	1

	# of children / pregnant women
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	3

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
 Recruitment plans were followed to find the neediest children for our program.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	2
b. Three or more years	3

Transition and turnover

	# of children
A.18 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	3
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	0
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did not enter another early childhood program	0

	# of pregnant women
A.19 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
A.20 Number of pregnant women receiving Early Head Start services at the time their infant was born	1
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	1
b. Of the pregnant women enrolled when their infant was born, the number whose infant was not subsequently enrolled in the program	0

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

Ethnicity and race

of children / pregnant women

	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	10
f. Bi-racial/Multi-racial	0	2
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	14
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	0
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	0

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

RECORD KEEPING

Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.

Name/title

ChildPlus

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	6	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	1	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	9
a. Of these, the number who are current or former Head Start or Early Head Start parents	8

EDUCATION AND CHILD DEVELOPMENT STAFF

Infant and toddler classroom teachers (EHS and Migrant programs)

	# of classroom teachers
B.6 Total number of infant and toddler classroom teachers	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development or	
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
e. None of the qualifications listed in B.6.a through B.6.d	0

	# of classroom teachers
B.7 Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	0
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	0

Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	2
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	2
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	2
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	0
a. Of these, the number who are proficient in more than one language other than English	0

	# of non-supervisory education and child development staff
B.15 Language groups in which staff are proficient:	
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

STAFF TURNOVER

All staff turnover

	(1) # of Early Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	0	0
a. Of these, the number who were replaced	0	0

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	0
a. Of these, the number who were replaced	0
b. Of these, the number who left while classes and home visits were in session	0
c. Of these, the number that were teachers who left the program	0

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	0
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	13	13
a. Of these, the number enrolled in Medicaid and/or CHIP	10	10
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	3	3
C.2 Number of children with no health insurance	0	0

Health insurance - pregnant women (EHS programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	1	1
a. Of these, the number enrolled in Medicaid	1	1
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	0	0
C.4 Number of pregnant women with no health insurance	0	0

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	13	13
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

Accessible health care - pregnant women (EHS Programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.6 Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	1	1

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	5	6

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	1
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	1
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	0
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	0
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	0
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	0
g. Vision Problems	1
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	11	11
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	0
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Medical services – pregnant women (EHS programs)

	# of pregnant women
C.13 Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	1
b. Postpartum health care	1
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	1
e. Education on fetal development	1
f. Education on the benefits of breastfeeding	1
g. Education on the importance of nutrition	1
h. Education on infant care and safe sleep practices	1
i. Education on the risks of alcohol, drugs, and/or smoking	1
j. Facilitating access to substance abuse treatment (i.e., alcohol, drugs, and/or smoking)	0

Prenatal health – pregnant women (EHS programs)

	# of pregnant women
C.14 Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	1
C.15 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	1

Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	9	9

Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment
C.19 Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	3

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	2
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	2

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	1
a. Of these, the number who received an evaluation to determine IDEA eligibility	1
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	1
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.24 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	3
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	2
2. During this enrollment year	1
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	8
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	5
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0

C.28 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
Other (Please Specify)
Other (Please Specify)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

Curriculum

C.30 Curriculum used by the program:
c. For home-based services
<i>Name/title</i>
Growing Great Kids
d. For pregnant women services
<i>Name/title</i>
Growing Great Kids
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Other (Please Specify)
Growing Great Socializations

Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.32 If yes, classroom and home visit observation tool(s) used by the program:
b. Home-based settings
<i>Name/title</i>
Other (Please Specify)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	13
a. Of these, the number of two-parent families	8
b. Of these, the number of single-parent families	5
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	12
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	5
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	0
b. Grandparents	0
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	0
e. Other	0

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	1
b. An associate degree, vocational school, or some college	5
c. A high school graduate or GED	7
d. Less than high school graduate	0

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	10
1. Of these families, the number in which one or more parent/guardian is employed	10
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	2
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	0
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	3

	<i># of families at end of enrollment</i>
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	11
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	10
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	1
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	2
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	2

	<i># of families at enrollment</i>
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	0	0
C.40 Total number of families receiving Supplemental Security Income (SSI)	1	1
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	3	4
C.42 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	4	3

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	6
b. Housing assistance (e.g., subsidies, utilities, repairs)	2
c. Asset building services (e.g., financial education, debt counseling)	1
d. Mental health services	1
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	0
i. Research-based parenting curriculum	0
j. Involvement in discussing their child's screening and assessment results and their child's progress	12
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	6
l. Education on preventive medical and oral health	12
m. Education on health and developmental consequences of tobacco product use	1
n. Education on nutrition	12
o. Education on postpartum care (e.g., breastfeeding support)	2
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	12

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	3
b. Family goal setting	3
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	6
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	0
	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

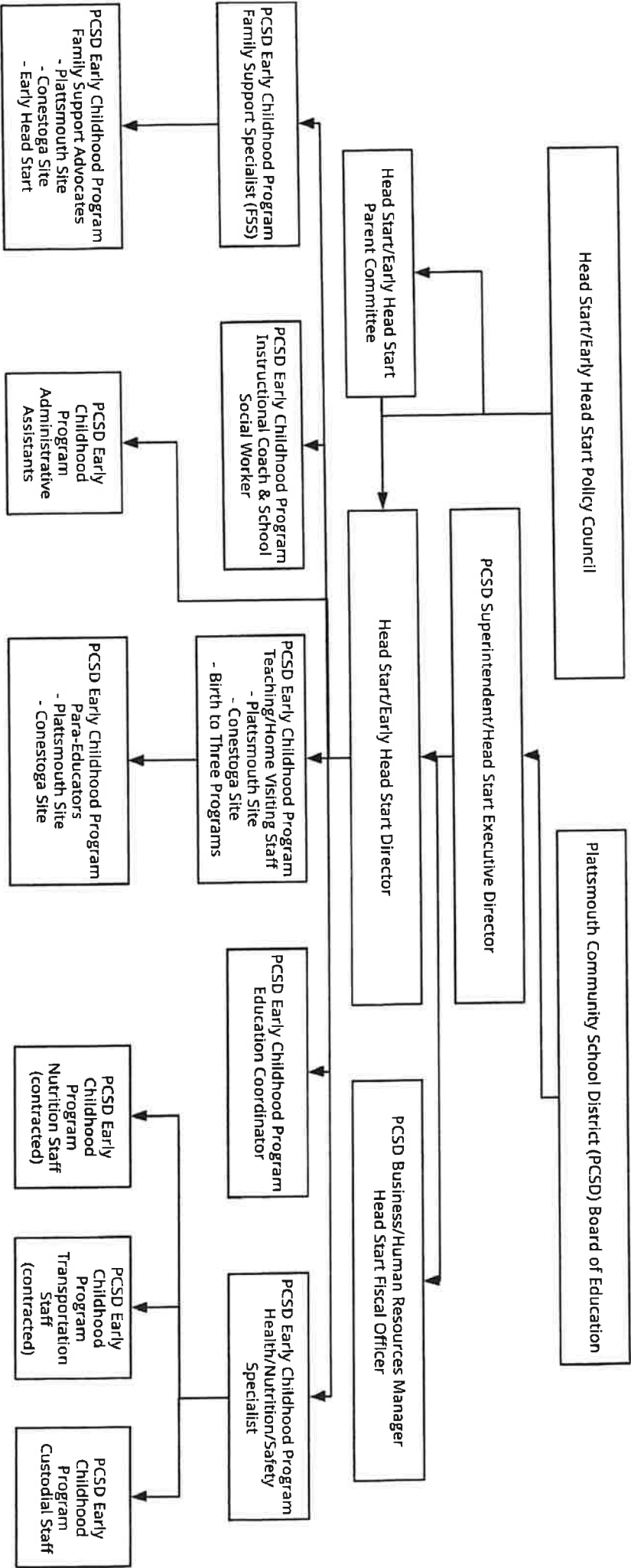
Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	2
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	22060952070
Last Update Date	06/09/2022

Plattsmouth Community School District (PCSD) 2022-2023 Head Start/Early Head Start Program Model



**Cass County Head Start
School Readiness Data for 2021-2022**

	Social & Emotional Dev w/in or above WHE		Cognitive & General Knowledge w/in or above WHE		Language & Literacy Dev w/in or above WHE		Approaches to Learning w/in or above WHE		Physical Dev & Health w/in or above WHE		Scientific Reasoning		Perceptual	
	S/E Domain		Mathematics Domain		Language Domain & Literacy Domain		Cognitive Domain		Physical (Gross & Fine Motor) Domain		Uses Scientific Inquiry Skills (Objective #24)		Demonstrates Knowledge of Self (Objective #29)	
	3's	4's	3's	4's	3's	4's	3's	4's	3's	4's	Emergent	Meets Program Expectations	Emergent	Meets Program Expectations
Fall	67%	55%	70%	65%	72%	70%	74%	65%	89%	80%	3's-98% 4's-100%	3's-0% 4's-0%	3's-94% 4's-94%	3's-0% 4's-4%
Winter	85%	70%	88%	68%	89%	82%	83%	78%	98%	94%	3's-100 4's-96%	3's-0% 4's-4%	3's-84% 4's-78%	3's-12% 4's-20%
Spring	93%	86%	90%	82%	93%	90%	92%	90%	100%	94%	3's-100% 4's-97%	3's-0% 4's-3%	3's-84% 4's-79%	3's-12% 4's-20%

	Social & Emotional Dev w/in or above WHE			Cognitive & General Knowledge w/in or above WHE			Language & Literacy Dev w/in or above WHE			Approaches to Learning w/in or above WHE			Physical Dev & Health w/in or above WHE		
	S/E Domain			Mathematics Domain			Language & Literacy Domains			Cognitive Domain			Physical (Gross & Fine Motor) Domain		
	3 yr olds	New 4's	Returning 4's	3 yr olds	New 4's	Returning 4's	3 yr olds	New 4's	Returning 4's	3 yr olds	New 4's	Returning 4's	3 yr olds	New 4's	Returning 4's
Fall	67%	56%	57%	70%	67%	65%	72%	70%	72%	74%	59%	74%	89%	78%	87%
Winter	85%	69%	71%	88%	69%	67%	89%	83%	81%	83%	79%	76%	98%	97%	90%
Spring	93%	93%	76%	90%	89%	71%	93%	91%	88%	92%	93%	86%	100%	96%	90%
Increase of:	26%	37%	19%	20%	22%	6%	21%	21%	16%	18%	34%	12%	11%	18%	3%

Demographics:

	FALL	WINTER	SPRING
3's	44	48	48
1st Yr 4's	28	29	28
2nd Yr 4's	22	21	21
EL Students	3's -4 students 4's-0 students	3's-4 4's-0	3's-4 4's-0
Students on IEPs:	3's-13 students 4's-7 students	3's-14 4's-9	3's-15 4's-8

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-22-05	2. Issuance Date: 08/29/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: American Rescue Plan (ARP); Appropriations; Fiscal Year (FY) 2022; COVID-19	

INFORMATION MEMORANDUM

TO: Head Start American Rescue Plan (ARP) Act Grant Recipients

SUBJECT: Office of Head Start Guidance for Use of Funds Appropriated in the American Rescue Plan Act of 2021 (ARP) (Pub. L. 117-2); Accompaniment to ACF-IOAS-DCL-22-01

INSTRUCTION:

The purpose of this Information Memorandum (IM) is to provide an overview and guidance on funds made available through the ARP.

President Biden signed Public Law 117-2, the American Rescue Plan Act, 2021 (ARP), into law on March 11, 2021. The \$1.9 trillion American Rescue Plan includes \$1 billion for Head Start programs.

All Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients are eligible to receive additional funds proportionally based on funded enrollment levels.

When combined with the \$750 million in the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the \$250 million in supplemental funds in the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Head Start program has received a total of \$2 billion in additional funding to support staff, children, and families during this unprecedented time.

Guidance

Grant recipients have flexibility to determine which one-time investments best supports the needs of staff, children, and families, while adhering to federal, state, and local guidance. In making these determinations, grant recipients should consider how the use of the one-time funds could meet both short- and long-term needs and determine whether purchasing, leasing, or contracting for services is more prudent.

Uses of funding include, but are not limited to, the following, as specified in [ACF-PI-HS-21-03 FY 2021 American Rescue Plan Funding Increase for Head Start Programs](#):

Reach More Families

Enrollment and recruitment. Now is the time to focus on re-enrollment and enrolling new families. Programs can use funds to purchase services, materials, and technology to ramp up recruitment and enrollment efforts so that, as a program, you are able to enroll the eligible children and families in your community.

Additional weeks of Head Start or Early Head Start programming. Extending the program year or offering summer programming to increase the time children and families receive services.

Family supports. Addressing families' economic security by partnering with them on employment, education, and career goals. Investing in the development of partnerships with local community colleges, apprenticeship programs, and local employers committed to helping Head Start and Early Head Start families find meaningful employment and career tracks. Assessing families' nutritional, health, and wellness needs more frequently. Ensuring materials and resources are available in languages families understand.

Mental health support for children and families. Employing additional family service workers and mental health consultants to assist families with adverse circumstances, including families who may be experiencing homelessness.

Provision of meals and snacks not reimbursed by the U.S. Department of Agriculture, including purchasing kitchen equipment and supplies to support in-person meal service.

Transportation. Hiring bus drivers and monitors to allow more trips with fewer children per bus. Purchasing buses and other vehicles that support continuity of program service and reaching families most in need of services, including families experiencing homelessness.

Partnerships to increase the inclusion of children with disabilities. Providing more training for teachers and families and more support for families. Remodeling classrooms and playgrounds to be accessible.

Partnerships to increase the enrollment of children experiencing homelessness. Partnering with local shelters and public schools to identify and serve children and families experiencing homelessness.

Addressing unique needs within their communities, such as providing internet access to support extended learning.

Get Facilities Ready for In-person Comprehensive Services

Ventilation to reduce risk of indoor transmission and make facilities safer. Installing new heating, ventilation, and air conditioning (HVAC) systems or other improvements, such as windows that can open with safety measures to prevent falls.

Outdoor learning and play. Purchasing or enhancing outdoor learning spaces, including nature-based learning and outdoor classrooms. Creating play areas and landscape features that promote exploration and discovery in a natural environment, such as plantings, gardens, and “loose parts” (i.e., materials for construction and pretend play), rather than traditional play structures or playgrounds.

Cleaning supplies and services. Purchasing necessary supplies or contracting services to clean and disinfect facilities and vehicles.

Renovations or other space modification. Converting available space into classrooms, modifying current classroom designs with room dividers, or adding well-ventilated modular classrooms.

Additional space. Renting additional classroom space, due to physical distancing, to increase opportunities for more children to return to in-person services. Contracting for slots with child care providers in center-based or family child care settings to deliver comprehensive services.

Other locally determined facility, staff, and equipment or partnership actions that are necessary to safely resume and maintain full in-person program operations.

Support Head Start Employees

Planning sessions for staff. Preparing for a return to in-person comprehensive services starts by ensuring that everyone has the knowledge, skills, and resources necessary to operate effectively. This funding can be used to invest in planning sessions to prepare for providing services now and in the summer and fall.

Staff wellness and mental health support. Conducting employee wellness surveys or engaging in other data collection to better understand the needs of team members. Increasing access to mental health consultation and therapy services for staff, contracting with an Employee Assistance Program (EAP), and instituting a staff wellness program that includes activities such as mindfulness breaks and opportunities for self-reflection.

Additional staff. Hiring additional classroom staff to meet physical distancing requirements or reduce group size. Bringing in full-time floaters to reduce the need to bring in outside substitutes.

Professional learning and development for staff. Providing professional learning experiences on key topics such as equity, diversity, inclusion, bias, economic mobility, trauma-skilled practices, and other topics.

Other personnel costs. Offering fringe benefits and expanding sick leave.

Vaccine support. Providing transportation assistance to vaccination sites and temporary coverage to allow absence from the workplace for vaccination. Offering paid time off, sick leave, or other paid leave for the time spent receiving vaccination and if staff members experience side effects post-vaccination.

Additional Resources

- [Staff Development](#)
- [OHS COVID-19 Updates](#)
- [American Rescue Plan](#)

Relevant Resources

- [Enrollment Forward Campaign](#)
- [Prioritizing Staff Wellness](#)
- [Performance Progress Reporting](#)
- [Earned Income Tax Credits, Child Tax Credit, and Free Tax Help FAQs](#)
- [Investing in Families: The American Rescue Plan](#)
- [Emergency Rental Assistance and Housing Vouchers FAQs](#)
- [Resources to Support Families Experiencing Housing Instability](#)
- [Know Your American Rescue Plan Benefits Checklist](#)
- [Chatathon Live Series: American Rescue Plan Benefits](#)
- [Investing with Families Initiative](#)
 - [Social Media Toolkits](#)
- [The American Rescue Plan Benefits for Families Social Media Toolkit](#)
- [Partnering with Families to Access Benefits Through the American Rescue Plan](#)

Information Memoranda

- [ACF-IM-HS-22-03 Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program](#)
- [ACF-IM-HS-22-04 Competitive Bonuses for the Head Start Workforce](#)

Program Instructions

- [ACF-PI-HS-21-04 Office of Head Start \(OHS\) Expectations for Head Start Programs in Program Year \(PY\) 2021–2022](#)
- [ACF-PI-HS-21-03 FY 2021 American Rescue Plan Funding Increase for Head Start Programs](#)

Please direct any questions regarding this IM to your Regional Office.

Thank you for your work on behalf of children and families.

/ Katie Hamm /

Katie Hamm
Acting Director
Office of Head Start

Community Relations-Plattsmouth Community Schools Fitness Center Memberships

The Plattsmouth Community Schools Community Fitness Center is available for use by patrons of the District. To cover costs of operations, community users will be allowed to purchase memberships and access cards will be issued. Community use will be limited to members. Members will be required to sign a Use and Release Agreement.

Memberships will be available to residents of the Plattsmouth Community School District. Members must be 18 years or older. Secondary school students are not eligible even if age 18 or older. Membership and access to the fitness center will be limited to those with character appropriate for a school environment.

The annual cost is \$20 per month for an individual membership and \$30 per month for a family membership. Family membership allows use by any member of the member's household related by blood or marriage. Any child using the fitness center on a family membership must be accompanied and supervised at all times by a responsible adult family member, the coach of a District activity in which the student participates, or a fitness center supervisor (If a supervisor is not available, then the child must be supervised by an adult family member or District coach). Plattsmouth graduates that are currently competing in collegiate athletics may use the fitness center at no charge, but they must sign a Use and Release Agreement and abide by all rules.

In an effort to promote and maintain the District's Healthy Schools Program initiative that is supported by the Alliance for a Healthier Generation, the American Heart Association, and the Clinton Foundation, all active Board members and employees will be allowed to use the fitness center free of charge. However, all Board members and employees are expected to abide by the Rules and Regulations contained herein and sign a Use and Release Agreement.

Members shall not give their access card to anyone or allow non-members to enter the facility (including students not covered by their membership). Consequences may include termination of the violator's membership. No refund will be issued.

Memberships may be revoked or restrictions on use may be made in the event a user fails to follow the rules for the fitness center or in the event the Board of Education or school administration determines that such is in the best interest of the district.

Hours of Operation

The times the fitness center will be open for use by members will be set by the school administration. The hours will vary throughout the year and will be posted or otherwise communicated to members. The hours will be set for times when school is not in session and to avoid conflicts of use regarding students and school activities. Members understand that there will not always be a supervisor on duty during the hours that access is granted.

Rules of Fitness Center

All community users must follow rules for use of the fitness center. These rules may be changed from time to time by the Board of Education or school administration.

Access Cards

A computerized card entry system will be in use. Each member will be issued an access card. In the event the card is lost, a replacement will be issued at a cost of \$5.00.

**PLATTSMOUTH COMMUNITY SCHOOLS COMMUNITY FITNESS CENTER
RULES & REGULATIONS**

Use of the Fitness Center. Community use is restricted to members of the fitness center. Members must sign a Use and Release Agreement, as a condition of use. Family membership allows use by any member of the member's household related by blood or marriage that sign a Use and Release Agreement. Any child using the fitness center on a family membership must be accompanied and supervised at all times by a responsible adult family member, the coach of a District-sponsored activity in which the student participates, or a fitness center supervisor (If a supervisor is not available, then the child must be supervised by an adult family member or District coach).

1. Use of the fitness center does not authorize you to be in other parts of the school building without following established procedures for checking into the building. Persons who access the fitness center or the building without authority will be considered trespassers.
2. Protect Access Cards. Members are not permitted to: (a) share their access card with others or (b) let others in the fitness center without using their own access card (even a member who says he just "forgot" his access card). Do not lose your access card or place it where others may take it. There is a \$5.00 replacement fee for access cards.
3. Injury Prevention.
 - a. Use is at your own risk. If you have health concerns see your doctor before starting an exercise program. Use common sense.
 - b. Use only equipment that you know how to use. Ask for instruction from fitness center supervisors. If fitness center supervisors are not available, please contact [Connor Dukes](#) ~~Bob Dzuris~~, the Fitness Center Supervisor, for assistance at [402-779-1328720-2572](tel:402-779-1328720-2572). Follow equipment instructions and instructions of supervisors.
 - c. Warm up and properly stretch prior to using the fitness center.
 - d. When using free weights (squats, cleans, dead lifts, etc.), a weight belt and a spotter are recommended.
4. Appropriate Clothing. Wear clothing appropriate for a school environment. This means no tight fitting or revealing clothing or clothing with messages which students are not permitted to wear during the school day. Shoes must be safe for work outs and not be of a type which may cause marks or dents in the floor (no cleats). Do not wear items that may interfere with safe use, such as loose necklaces, dangling earrings, or head coverings other than sweat bands.
5. Respect the Facility and Other Users:
 - a. Unload weights from machine or bar after each use.
 - b. Do not allow free weights and machine weights to drop or slam together.
 - c. Please wipe perspiration from benches and grips after use.
 - d. Stay out of staff desks, school files, and the belongings of others.
 - e. No horseplay or offensive language.
 - f. Keep music to a volume low enough for conversation.
 - g. Water should be used as needed for appropriate hydration in an appropriate (closed) container. Tobacco, alcohol, drugs and weapons are prohibited.
6. Reports. No later than the following business day, report to the supervisor or school administration: any unsafe condition, any injury to yourself or others, and any rule violations by other members.
7. Emergencies. In case of emergency DIAL 911 and inform the supervisor or school administration.

**PLATTSMOUTH COMMUNITY SCHOOLS COMMUNITY FITNESS CENTER
USE AND RELEASE AGREEMENT**

I have read the policy or administrative regulation and the rules and regulations for the Plattsmouth Community Schools Community Fitness Center. I fully understand them and I agree to comply with them, including such modifications as may be made from time to time. I agree to modify my workout to conform to the wishes of the Plattsmouth Community Schools if asked to do so. I understand that the use of the fitness center is a privilege and not a right and that my membership may be revoked or restricted. I understand that if I give my access card to anyone or allow non-members (including students not covered by my membership) to enter the facility my membership may be terminated and I will not receive a refund of any pre-paid membership fees.

I agree to leave the fitness center if asked to do by a member of the Plattsmouth Community Schools staff or any supervisor and understand if I am present without permission that I would be a trespasser. I also agree to promptly report to the Plattsmouth Community School administration: (1) any failure by any other person to follow the rules of the facility or (2) any unsafe condition. I am aware that a surveillance camera may be in use.

I am aware of the risks involved in the use of the facility and its equipment and that the use of the fitness center and its equipment could result in injury or harm to myself. I further understand that there will not always be a supervisor on duty during the hours that access is granted. I acknowledge and assume any such risk to my person or property connected in any way with the fitness center and its equipment. I hereby agree to release and hold Plattsmouth Community Schools, the Board of Education, employees and agents of the Plattsmouth Community Schools, and any volunteer trainers or supervisors, harmless from any and all personal injury to myself or damage to or loss of my property in any way related to my use of the fitness center or its equipment.

I sign this Use and Release Agreement as my own voluntary act.

Date _____

Printed Name: _____

Signature: _____

Reviewed: Mar. 8, 2010, Mar. 14, 2011

Revised: December 12, 2011, Aug. 13, 2012

Reviewed: Jan. 14, 2013, Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018

Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021, Feb. 14, 2022

Revised: Oct. 10, 2022~~June 13, 2022~~

Tuition Reimbursement**PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
TUITION REIMBURSEMENT PROGRAM**

The Plattsmouth School Board recognizes the importance of continuing education for staff. Upon approval by the Superintendent or designee, certified staff members may be reimbursed for course tuition associated with courses included in a program of study leading to an initial Master's Degree or coursework that makes the employees eligible to teach dual credit courses for PCS and the building administrator confirms such courses will be taught by the identified employees in the present school year or future school years. The intent of this program is to encourage certified employees to earn their initial Master's Degree or continue coursework that makes them eligible to teach dual credit courses for PCS.

Objectives include, but are not limited to, the following:

1. To offer financial incentives that will provide motivation for employees to earn their Master's Degree or teach dual credit courses for PCS.
2. To provide an incentive to keep quality teachers in the Plattsmouth Community School District.

CRITERIA FOR ELIGIBILITY

To be eligible for the Tuition Reimbursement Program, a certified employee must meet the following requirements:

1. Be a certified staff member.
2. Have on file a letter from the college or university indicating admission into a Master's Degree program or confirmation that the courses will enable the employees to become eligible for teaching dual credit courses for PCS.
3. Complete the application form and return to the Superintendent or designee. The Superintendent or designee must receive application for The Tuition Reimbursement Program no later than September 1 for the fall semester, January 1 for the spring semester, and May 1 for the summer term. The Superintendent or designee will notify the applicant of his/her status shortly after receiving the completed application.
4. Register for the course and submit a copy of the course number, credit hours, and tuition statement to the Superintendent or designee.

CRITERIA FOR SELECTION

Each application will be reviewed on an individual basis, based on the following priority:

1. Be working on coursework toward a Master's Degree.
2. The program or course must relate to the improvement of skills and knowledge necessary in the employee's present certified position.
3. Persons on leave-of-absence are not eligible for the Tuition Reimbursement Program.

CRITERIA FOR REIMBURSEMENT

This Tuition Reimbursement Program will reimburse to a maximum of one-half of the approved applicant's tuition for **twelve (12)** credit hours per year. Reimbursement will be for the tuition costs only and will not cover other expenses. The one-half reimbursement will be based upon the credit-per-hour tuition rate at the University of Nebraska Omaha.

For reimbursement, the approved applicant must submit to the Superintendent or designee a tuition statement and enrollment form showing the course number and credit hours. The reimbursement will be provided at the completion of the course and after the applicant has provided a grade report to the Superintendent or designee. A grade of "C" or higher must be received in order to be eligible for tuition reimbursement.

OTHER PROGRAM GUIDELINES

Courses taken using the Tuition Reimbursement Program will count for advancement on the salary schedule if they meet all other District requirements.

Approved applicants who have received tuition reimbursement must remain in the Plattsmouth Community School District for **three (3) years** after the completion of the reimbursed course or repay the district for the amount of reimbursement. Any reimbursement not meeting this three-year guideline will be deducted from the final paycheck of the employee.

Additionally, if employees receive tuition reimbursement for coursework that will make them eligible to teach dual credit courses and they leave the district prior to teaching any dual credit courses for PCS or they do not teach dual credit courses within two years of completing the coursework, the employees will repay the district for the amount of reimbursement. Reimbursement will be deducted from the final paycheck for employees that leave the district, and for employees that remain with the district but do not teach any dual credit courses within two years, the reimbursement will be deducted from paychecks in the next school year, unless the employees repay the reimbursement sooner than the next school year.

PAYMENT

Payments of Tuition Reimbursement Program will be made within thirty days of receiving the grade report showing the course number, credit hours, and grade.

ADMINISTRATION

The Superintendent, in accordance with School Board Policy, shall administer the Tuition Reimbursement Program. The total amount of funds available for tuition reimbursement is identified in the negotiated agreement between the Board and PEA. In the event any provisions of this Program are found to be in violation of State or Federal Constitution, statute or regulation, the Program will be terminated.

**PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
APPLICATION FORM FOR TUITION REIMBURSEMENT PROGRAM**

In order for a certified staff member to receive tuition reimbursement, this form should be completed and approved. A form must be completed for each semester/term that a certified staff member wishes to apply for tuition reimbursement. Please complete this form and submit to the Superintendent or designee.

Applicants must have, on file, a letter from the college or university indicating admission into an initial Master's Degree program, confirmation that the courses will enable the employees to become eligible for teaching dual credit courses for PCS, or confirmation that coursework is toward an additional endorsement in an area related to their current or future areas of responsibility. The Superintendent or designee must receive this application for the Tuition Reimbursement Program no later than September 1 for the fall semester, January 1 for the spring semester, and May 1 for the summer term. The Superintendent or designee will notify the applicant of his/her status shortly after receiving the completed application. The program or course must relate to the improvement of skills and knowledge necessary in the employee's present certified position. A limited number of staff may be reimbursed for a Master's Degree in Educational Administration.

Name of Employee _____
Social Security Number

Current Job Title _____
School

Course Name _____
Course Number

College or University _____
Credit Hours _____
When Does the Course Start

The undersigned employee understands that the Plattsouth Community School District can accept or reject this application. The approved applicant must complete the approved course and submit a grade report in order to receive the tuition reimbursement. Applicants who have received tuition reimbursement must remain in the Plattsouth Community School District for three years after the completion of the reimbursed course or repay the district for the amount of reimbursement. Any reimbursement not meeting this three-year guideline will be deducted from the final paycheck of the employee.

TEACHER'S SIGNATURE _____ DATE _____

This employee is applying for the Tuition Reimbursement Program. I have reviewed this request and verify that the courses listed are within the teacher's subject area and/or meet the criteria of the Program.

I verify that the course listed may be used for tuition reimbursement.

The request for tuition reimbursement is denied because: _____

Superintendent's Signature

Date

Sick Leave Incentive Program

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT SICK LEAVE INCENTIVE PROGRAM

The Plattsmouth School Board recognizes the importance of regular attendance for employees, in an effort to effectively and efficiently provide a safe and healthy learning environment for students. The intent of this program is to reward employees for unused sick leave, with the understanding that employees should not be on duty at times when they are sick and could put themselves or others at risk of injury or further illness.

PROGRAM GUIDELINES

Employees who leave the district after fifteen or more years shall be eligible to receive compensation for the unused leave as follows:

An hourly support staff member who has unused sick leave days remaining upon completion of their last day of employment with PCS and will not be returning to the district for the following school year shall receive 50% of the daily substitute rate (Step 1) for the most closely related position on the Support Staff Salary Schedule pro-rated to equal the number of hours worked for each unused sick day, with a 50-day maximum provision.

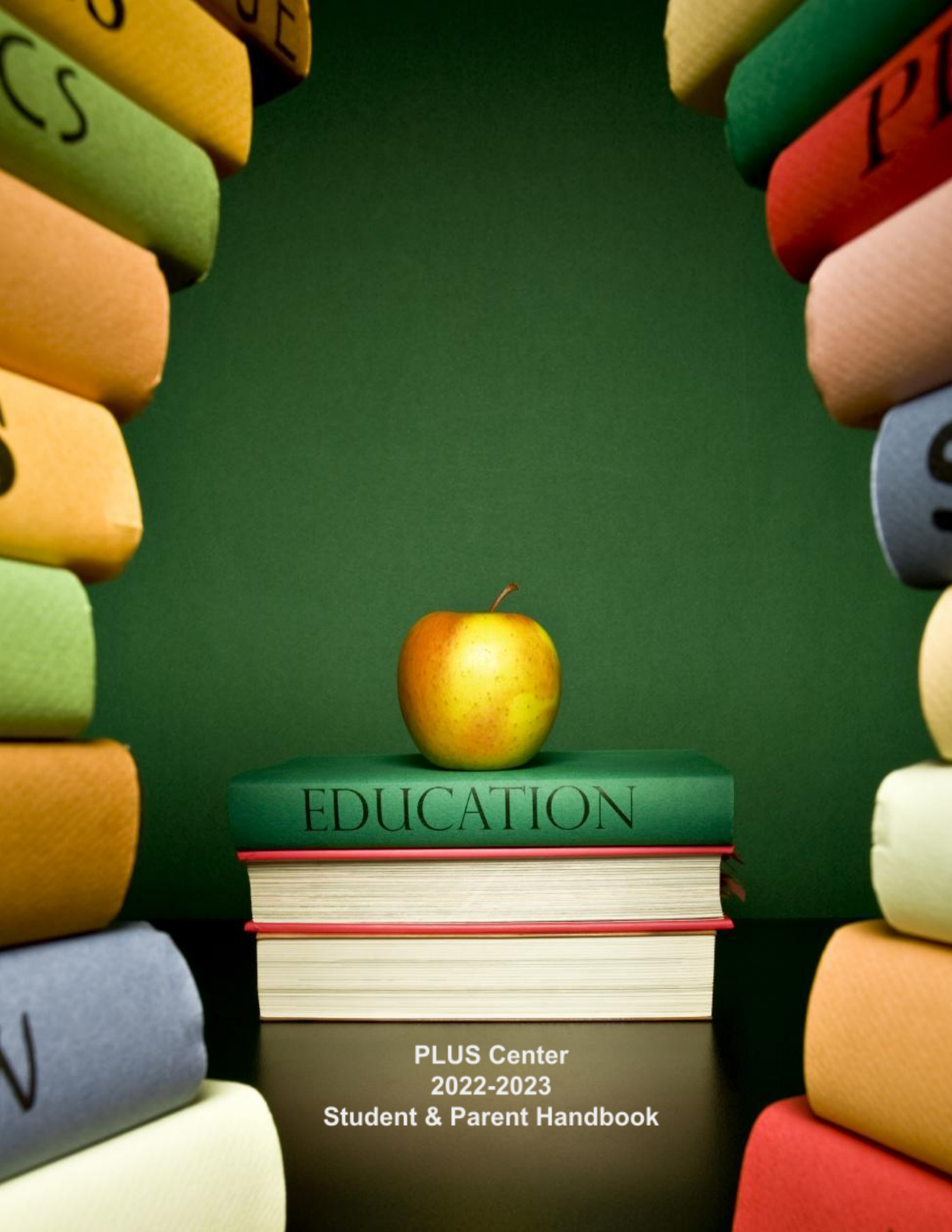
A teacher, ~~or~~ administrator, or any other staff member in a salaried position who has unused sick leave days remaining upon completion of their last day of employment with PCS and will not be returning to the district for the following school year shall receive 50% of the daily substitute rate (currently \$150 per day) for each unused sick day, with a 50-day maximum provision (60 days for administrators, per contract).

Amount payable pursuant to the foregoing shall be computed as soon as is reasonably possible following the end of the school year, and shall be payable to the teacher no later than the regular payroll date next following the date on which such amounts are determined.

Adopted: May 9, 2016

Reviewed: Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021

Revised: Mar. 14, 2022, Oct. 10, 2022



EDUCATION

PLUS Center
2022-2023
Student & Parent Handbook

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Plattsmouth Community Schools 2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

- 8-10 PD New Teachers
- 11-16 PD All Staff/No Students
- 17 First Day of School 1st-9th, PM Kind.
- 18 First Day of School for AM Kind., 10th-12th
- 17-22 Early Childhood Home Visits
- 23 First Day for Early Childhood

September

- 5 No School - Staff & Students
- 9 No School - Teacher PD
- 14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

- 12 End of 1st Qtr.=39 student days
- 12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
- 13 No Students-PD for All Teachers
- 13 P/T Conferences: ES 4:30 PM-7:30 PM
- 14 No School for Staff & Students- Teacher Comp. Day

November

- 9 EC P-T Home Visits: 4:30 PM-7:30 PM
- 10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
- 11 EC P-T Home Visits: 8 AM-4 PM, No classes
- 23 No School for Staff & Students
- 24-25 No School for Staff & Students
- 28 No Students - Teacher Planning

December

- 21 End of 2nd qtr.=44 student days, End of 1st semester
Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
- 22-30 No School- Staff & Students

January

- 2 No School- Staff & Students
- 3 No Students-PD for All Teachers
- 4 First Day of Second Semester
- 16 No School for Staff & Students

February

- 8 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM
- 20 No Students-PD for All Teachers
- 22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
- 24 P-T Conferences: EC All Day, No classes at EC

March

- 8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
- 9 P/T Conferences: ES 4:30 PM-7:30 PM
- 9 End of 3rd Qtr.=45 student days
- 10 No Students - PD for All Teachers
- 13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

- 7 & 10 No School - Staff & Students
- May
- 10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
- 12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
- 15 EC Comp. Day, No classes at EC
- 21 High School Graduation
- 25 Half Day for Students - End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
- 26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
- 25-26 Inclement weather make-up days, PD

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day - No students
<i>If necessary, the Board will revisit the calendar.</i>	

Philosophy / Purpose of the PLUS Center

The PLUS Center was established to assist students who are unable to function successfully in their local school building due to behavioral difficulties. The PLUS Center provides a comprehensive daily program for students to continue their education, which includes a behavior management component. Our goal is to transition students back to their home school building when they are behaviorally in control of their actions.

Our Vision

1. Provide a safe alternative educational setting for students with specific behavioral Individual Education Plan (IEP) goals in grades K-1 2 that maintains their dignity and addresses their needs.
2. Develop alternative curricular and instructional strategies to assist the student reach grade level standards.
3. Develop behavioral competencies to enable the student to become a successful contributor to his/her local school community.
4. Provide student leadership opportunities by accessing activities within our local community.
5. Support a transitional setting/program for students who are preparing to reenter the public school environment.

Placement

Placement is by referral from the local school building/district. Each building/district has established educational teams to identify students in need of such intensive services.

Students should be verified according to Nebraska Department of Education Rule 51 as qualified for special education services. The local school district IEP team will make the recommendation for placement to Level III services (PLUS Center).

A Plattsmouth team will review the placement request and contact the building/district administrator regarding acceptance. Arrangements will be made for a teacher from the PLUS Center to observe the child in his home building.

Then, an initial in-take meeting is scheduled to review PLUS Center practices and receive parental signatures for necessary placement documents.

Students attending outside the Plattsmouth Community School District are contracted into the program by their local school district, and payment is made on a pre-approved daily rate.



Plattsmouth Community School District

Pride in Education

Staff

Tim Winters	Teacher	402-296-7118
Tiffany McCarthy	Para Educator	402-296-7118
Sheri Metzler	Para Educator	402-296-7118
Amanda Wright	Administrator	402-296-3361

Program Components

Students receive the services and programs that are listed on their IEPs.

A school nurse, located in the Plattsmouth Community Schools, is available to assess and provide limited medical treatment, assist families in accessing medical and community resources, and will forward observations to physicians, counselors and therapists.

Emergency Data Information

It is imperative that a current Emergency Data Card is on file in the office. Should an emergency occur, we must be able to get in touch with the parent/guardian. Please ensure your child's safety and well being by keeping the office informed of any address or phone number changes.

Identification (ID) Requirement

Please notify The PLUS Center Staff and local transportation of late arrivals and early pick-ups. If parent/ guardian requests an alternate adult pick up their child, staff will be notified of parent/guardian approved designee. This designee will be asked to furnish a valid Identification Card for release of student.

Calls During School Hours

Should you need to contact your child during the school day, please call the school, and a staff member will get the message to your student. Please call staff before 9:00 am or after 2:00 pm if possible.

Visitors to the School

Parents, guardians, and other school staff who have students attending The PLUS Center are welcome and encouraged to visit the school. Ring the doorbell at the front door, and a staff member will open the door. Due to the confidentiality of all students, we request that all visitors sign in and out of our building. Visitors to the school must respect the learning environment and maintain proper behavior and decorum at all times. Disruption of the orderly process of the school is prohibited. The administrator or his/her designee is authorized to deny access, ban or bar future access, remove or request the removal of any visitor whose behavior is disruptive to the educational/working environment of the school. Any visitor to the school who has been denied access or who has been asked to leave may appeal the decision to the Superintendent. Students needing to leave school early must be signed out by parent, guardian, or parent/guardian designee (photo ID may be requested).

Lunch

The PLUS Center has a hot lunch program provided by the Plattsmouth Community School District. Please contact Rhonda Salazar at 402-296-3361 to set up a lunch account. Free and reduced lunch forms are available for all students. You can apply online through your parent portal. Once logged in select More, then choose Meal Benefits to begin. Each student whose parent wishes to apply must fill out a form for Plattsmouth Community Schools. These forms are not transferable from district to district. Students may bring their own sack lunches.

Attendance

School attendance is mandatory. If a student must be absent, it is the parent's responsibility to notify the school, and to notify their local school district's transportation system. Parents are also requested to notify the local district if they plan to pick their child up during the day in order to cancel afternoon transportation. Failure to excuse a student will result in an unexcused absence. Students with excessive absences will have their local school district notified for further potential truancy reporting to the local county attorney.

Reference Policy No. 5008

Student Attendance

Transportation

No student is allowed to drive himself/herself to The Plus Center. Students are not to be picked up or dropped off by friends or family members under the age of 18. Non-compliance may lead to disciplinary action. Please notify the First Student bus company 402-296-0669 when your child's transportation has been altered for the day. If applicable, First Student office needs notification from you if you do not plan to use their pre arranged transportation.

Riding the school van or personal car for transportation to school will be considered an extension of the school day. Therefore, all rules and regulations governing student conduct will apply to all students riding in those vehicles. In addition, vehicle safety regulations must be obeyed. Failure to follow rules and regulations while on the van may result in suspension of vehicle transportation for a period of time. Students are expected to be ready to board the vehicle when it arrives. The vehicle is not required to wait extended periods of time.

Reference Policy No. 5506

Safe Pupil Transportation Plan

Grading Guidelines, Report Cards, and Point Sheets

Students earn grades that are accepted for course credit by their local school district. The local school district will give recommendations for the junior high and high school students in the area of content that needs to be covered to continue with their progress toward a high school diploma. Each student will receive a report card and IEP goals progress report at the end of each quarter. Parent / Teacher conferences are held in the fall and spring, and you will be contacted. Parents may request progress or IEP conferences at any time during the school year. The local school district is always welcome to attend any of the conferences. All students will carry daily point sheets from class to class during the school day.

Disaster /Fire Drills

Disaster and fire drills are conducted monthly for practicing the orderly evacuation of the building. Throughout the year, other drills will be taught and practiced. Immediate attention and absolute quiet must be observed throughout the entire drill. Students do not talk or run during the drill. Staff will instruct and practice these procedures with students the first day of class.

Student and Staff Relationships

All students and staff are expected to recognize and support the following affirmation:

1. A respect for others regardless of race, religion, sex, creed, age, personal well-being, or economic status be demonstrated at all times.
2. Language of any kind, which is disparaging or demeaning to others, shall not be tolerated, such as racial, religious or sexual epithets.
3. Both staff and students are expected to exhibit good judgment, respect, and sensitivity for others.

Confidentiality

Information regarding students is kept strictly confidential.

The Federal Family Educational Rights and Privacy Act gives the student and parents/guardians certain rights regarding student records. Any student and his/her parent/guardian have the right to hold, examine, and have interpreted the student's school records and files. A request to review records shall be submitted in writing to the administrator. An appointment to review the records will be set by the administrator, as soon as possible, but not later than 45 days after the request is received.

The Health Insurance Portability & Accountability Act (HIPPA): All health information along with any contact with physicians, nurse practitioners, counselors, and therapists shall require a written consent by student (if over 19 years old) and/or legal guardian (parent, caseworker, foster parent, etc.). All HIPPA forms will give consent for health information to be shared with not only The PLUS Center, but also the contracting school district.

Any person other than the student, his/her parents, guardians, teachers, counselors, or school officials may not gain access to the student's file. An original copy of a release of information statement prepared and signed by the parent stating the specific items to be released and to whom the information is to be given is necessary for releasing records. The PLUS Center records are released to the contracting agency that has been maintained by The PLUS Center staff without prior parental or student consent.

Nebraska State Statute requires any person, including school employees, who have cause to believe that a child has been subjected to abuse or neglect, or observes such person being subjected to conditions, which reasonably would result in abuse or neglect, shall report such incident to the appropriate law enforcement agency and/ or Child Protective Services. This report shall be followed by a written report.

Nebraska State Statute requires that any court order requesting records will be followed and records will be released.

Immunizations

A record of the student's immunizations must be provided at the student 's intake meeting. A Current immunization record must be on file prior to the student entering The PLUS Center program. Students not in compliance with immunization requirements will have 10 student days to receive immunizations and have documentation of it. A physician signed waiver may also be used to be in

compliance. Non-compliance with Nebraska Immunization Standards, after 10 student days, will result in the student being restricted from attending school until documentation of compliance is received.

Medication

Trained staff will not administer prescription medication without a written order from a doctor and parental permission. Over the counter medication (aspirin, cough drops, etc.) may be administered with parental permission. At no time will school personnel suggest or prescribe medication. All medication questions will be directed to the school nurse.

When a student must take prescription medication at school, the school nurse must have the physician's written order stating the medication, the dosage, time, and routine to be given. The label on the medication must include the student's name, physician's name, date, and directions to be followed. All medication must arrive in the appropriate medical container for it to be administered. A specific doctor medication form is included in this handbook. The medication shall be stored in a locked container at The PLUS Center.

Asthma Policy

State regulations for a systemic allergic reaction for asthma require that 911 is called first. After that call is made, an EpiPen injection will be given and then albuterol is provided through a nebulizer. An EpiPen is a small pre-filled, automatic injection device that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring breathing relief (commonly found in metered-dose inhalers). The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to a severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening "breathing" emergency, and to properly administer the medications.

For each student with a known allergic condition or asthma, you must provide the school with 1) written medical documentation, 2) instructions, and 3) medications as directed by a physician. In the event that your student experiences a life-threatening asthma attack or systemic allergic reaction, we will defer to the specific documentation and medication that you have provided. If you do not have medical documentation and instructions on file with the school for your child, we will defer to the regulatory protocol. If, for whatever reason, you do not want your student to receive the life-saving emergency treatment under the protocol, you must file your written objection with the school.

If you have questions or concerns about the protocol or your child's health issues, please contact our school nurse at 402-296-3174, extension 2352.

School Appearance

Dress should be appropriate. Hats or any head covering, including sunglasses are not worn in the building. Jewelry and/or clothing that may advertise sex, drugs, tobacco, or alcohol is not allowed at school. This includes any musicians' logos that depict the aforementioned.

The student will be asked to remove or reverse any item that may be distracting to the learning environment, and to refrain from wearing the apparel again. All students need to wear shirts that cover the shoulders and midriff. Belts are necessary if pants hinder Physical Education activity.

School Attitude

If a problem arises with another student in the classroom, it is recommended that the student discuss the problem with a staff member. A staff member will work with student(s) on the problem and help resolve it in a positive manner. The staff endeavors to help students problem solve. Being open and honest with the staff is recommended for best results.

Each student is responsible for his/her own conduct. Some suggestions to aid in this are:

1. Sit in your seat quietly.
2. Participate in class (group) discussions.
3. Ask for help.
4. Make corrections quietly without argument or complaint.
5. Find a quiet activity to work on if you have finished and corrected your work.
6. Respect others. This includes no verbal or physical abuse and stealing.
7. Use appropriate language.

Potential behaviors that may result in loss of privileges, individual study program within The PLUS Center, or suspension include:

1. Fighting
2. Striking a staff member.
3. The use, sale, or possession of drugs, alcohol, or drug paraphernalia.
4. Theft
5. Destruction of property. It should be noted that the student would be held responsible for payment of the damages of such property.
6. Any behavior that endangers the student, his/her peers or staff member.
7. Continual use of profane or sexually suggestive language in the school setting.
8. Harassment of a student or staff member.

Items for Sale, Trade, or Given Away

It is not permitted for students to bring items to school for sale, trade, or to be given away. If said items are brought to school, they will be confiscated and only returned to a parent or guardian of the student.

Audio Listening Devices and Other Items

No audio listening devices or items of a similar nature are allowed on the van or in the school.

Student Telephone Use

The office and staff telephones are for school business only. Students, with prior permission of the staff, may use the phones to contact parents/guardians. Misuse of the phone will result in loss of the privilege. All phone calls will be monitored by a staff member.

Cellular Telephones and Pagers

Cellular telephones and pagers are not allowed at school. School personnel will convey any emergency messages to students as needed, and other messages may be delivered at the end of the school day. Students who use cellular telephones or pagers during the school day will have the devices confiscated. If the device is willingly relinquished, the student may pick it up at the end of the day. Should a second incident occur, the parent or guardian will need to pick up the device.

Field Trips

Field trips are a part of the educational process. All school policies and procedures are in place before and during a field trip. Remaining home on a field trip day will count as an unexcused absence unless otherwise excused by parent/guardian (e.g. illness, funeral, etc.). Based on student needs, The PLUS Center staff will identify which students will attend field trips. Supervision and assignments will be provided for students not attending field trips and remaining at school.

School Activity Participation

Students who attend the PLUS Center will not be allowed to participate in any school sponsored extracurricular activities, including but not limited to clubs, sports, dances, etc.

Students who attend the PLUS Center will be allowed to attend school sponsored activities as spectators. This only applies to those activities in which spectators have historically been allowed (i.e. football games, not school dances).

Students who attend school sponsored activities as spectators are expected to follow all school rules and guidelines and will be subject to school disciplinary actions if violated.

Physical Education Participation

Physical Education participation is required for all students. Due to the physical activity involved, it is recommended students dress appropriately. Physical Education is a tool to promote, implement, and reinforce the following goals: team work, healthy competition, getting along with others, good sportsmanship, appropriate socialization, appreciation for health recreation, and healthy opportunities.

Textbooks

The local school district and/or The PLUS Center will supply textbooks. Materials and books must be returned in good condition while in use. Students are expected to pay for any damage or lost books and materials.

Student Computer Use

Students who misuse the computer or the Internet, may lose access to school computers. Printing of materials needs staff approval. All computer use is restricted to supplement school curriculum.

Copyright Policy

The PLUS Center students and staff will comply with Plattsmouth Community Schools' copyright policies.

Non-discrimination

The PLUS Center does not discriminate with regard to race, color, religion, national or ethnic origin, sex, marital status, age, sexual preference, or disability in the access to, benefits of, or participation in employment, educational programs, or activities.

Harassment by Students

Harassment of students, staff, or visitors by other students will not be tolerated at The PLUS Center. This policy is in effect while students are on school grounds, school district property, while in school-owned and / or school-operated transportation, while attending or engaged in school activities,

and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school.

Weapons

Possession and/or use of any object or material that is ordinarily or generally considered a weapon in any school building, on school grounds, in any vehicle owned, leased or contracted by a school, being used for a school purpose, or in a vehicle being driven for a school purpose by a school employee or his/ her designee, or at any school-sponsored activity or event is prohibited. Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun, bludgeon, brass knuckles or artificial knuckles of any kind, or knives of any kind.

The possession or use of any such weapon will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal or school administrator. Law enforcement officials, parents, and the local school district will be called to the school administrator.

If a weapon is found or The PLUS Center staff suspects concealment of a weapon, the steps that may be followed are:

1. Contact local law enforcement agency
2. Contact parents/guardians
3. Contact local school district (if applicable)

Use of Alcohol/Marijuana/Drugs

It is unlawful to illegally manufacture, distribute, dispense, possess, or use a controlled substance at The PLUS Center. Any student present on school grounds or in the building, who appears to have consumed alcohol/marijuana/drugs by a PLUS Center staff member, will be considered in violation of school policy and may be sanctioned according to Nebraska State Statutes. Parents and any appropriate outside agencies will be contacted.

If there is a concern about alcohol/marijuana/drug use or an object or substance being found, the steps that may be followed are:

1. Contact local law enforcement agency
2. Contact parents/guardians
3. Contact local school district (if applicable)

Smoking

Students are not permitted to smoke on school grounds, in the transporting vehicles, or in the school building, or any school related activities. The student who chooses to smoke will be reported to the local law enforcement agency for appropriate action.

If an object or substance is found, the steps that may be followed are:

1. Contact local law enforcement agency
2. Contact parents/guardians
3. Contact local school district (if applicable)

Reference Policy No. 1120

Tobacco

Search and Seizure

The student and his/ her possessions may be searched whenever there is a reasonable suspicion that the student possesses any illegal substance or object which is in violation of the law, or which could cause bodily harm or damage to property. The local law enforcement agency and resource dogs may be used to detect illegal drugs or contraband in school at any time, announced or unannounced, and illegal drugs and contraband may be seized.

The refusal of a student to consent or submit to a reasonable search, and/or to surrender objects or substances found as a result of such search, may be grounds for discipline and local law enforcement may be contacted for follow-up.

If an object or substance is found, the steps that may be followed are:

1. Contact local law enforcement agency
2. Contact parents/guardians
3. Contact local school district (if applicable)

Reference No. 5406

Search and Seizure Policy

Out of Control Behavior

Whenever a student becomes verbally or physically aggressive, or exhibits any behavior that might endanger himself/herself or others, the following steps will be taken:

1. A staff member or members will try to deescalate the student's behavior verbally, and redirect him/her into a more positive emotional balance.
2. If the behavior escalates and the student is harming himself, others, or damaging property, the student may be physically restrained by trained staff until the student is in control. Parents/ guardians must sign an acknowledgement of the intervention procedure. This will be done during the intake meeting.
3. If a student is not physically aggressive, but non-compliance severely impedes the learning environment, an IEP meeting may be held.
4. The student, when in control, will go through a problem solving process, with the staff involved in the situation, to understand what happened.
5. Parents will be contacted about the incident.
6. Staff will write an incident report.
7. If the behavior is beyond what staff can handle, then the local law enforcement agency will be contacted with a follow-up phone call to parents and the local school district.
8. After any of these situations, a meeting may be called to review the student's progress, placement, and / or IEP. Parents, local school district, the student, and The PLUS Center staff will be invited to the meeting.
9. If the frequency, duration, and intensity of the behavior is so disruptive and/or harmful to others that the learning and/or safety is impeded, a placement review meeting may be requested of the parents, school district, and The PLUS Center staff.

PLUS Center Disciplinary Level Plan

Classroom Status: A student is in the classroom and is completing assigned work. The student is being respectful to others and is maintaining appropriate behaviors according to the daily behavior point sheet. If a student is having difficulty during the time, he/ she will be moved to a Level I Status: Safety Seat.

Level I Status: Level I Status occurs when a student is displaying inappropriate behaviors that are keeping her/himself or other students from learning.

- The student will be asked to go to the Safety Seat in the classroom. The student will problem solve with the adult who observed the problem, and then be allowed to return to his/her desk.
- If the student is having difficulty displaying appropriate behaviors in the safety seat, he/she will be placed on Level II Status.

Level II Status: Level II Status occurs when a student is displaying inappropriate behaviors in the Safety Seat. The student will be asked to go to the Problem Solving Area.

- Once the student has successfully problem-solved, he/ she will be allowed to return to the safety seat and review the problem.
- When the student has successfully problem solved in the safety seat with the appropriate adult, he/she will be able to return to his/her desk.
- If a student is having difficulty in the Problem Solving Area, he/she will be asked to leave and placed on Level III Status.

Level III Status: Level III Status occurs when a student is displaying inappropriate behaviors in the Problem Solving Area.

- The student will be asked to go to the Time-Out Room with the door open.
- The student will be required to sit quietly in the Time-Out Room with the door open until adult staff problem solves with him/her.
- The student will be asked to problem solve the choices he/she made that caused the problem leading to the Time-Out Room with Door Open. Once the student has successfully problem solved with staff, the student will be allowed to return to the Safety Seat to complete any assigned work.
- If a student is having difficulty in the Time-Out Room with the door open, he/she will be placed on Level IV Status.

Level IV Status: The student will stay in the Time-Out Room with the door closed.

- Behaviors leading to the door being closed include verbal or physical violence such as continuous use of inappropriate language, swearing, shouting/yelling, hitting, kicking, biting, and throwing objects.
- The student is observed the entire time through a camera system.
- He/she will be asked to remove their socks and shoes, belt, jewelry, and empty his/her pockets.
- If the student refuses, physical restraint may be used to remove these items.
- He/she will spend time in the isolation room until he is calm for at least 10 continuous minutes.
- Schoolwork will then be given to the student to complete in the Time-Out Room. When he/she has worked appropriately for 10 minutes, a staff member will discuss and problem solve why behaviors led to the door being closed.
- Student moves to the Safety Seat and problem solves with a staff member about the original issue of why he/she needed to move to the Safety seat.

Departure of School Grounds

If a student chooses to leave the school grounds without permission, the following steps will be taken:

1. Staff will try to intervene and encourage the student to return to school.
2. 911 will be called. We will provide them with a description of the student, time of departure, and general direction the student is traveling.
3. Contact parents/guardians
4. Contact local school district (if applicable)

Physical Assault

Physical assault will not be tolerated at The PLUS Center. Harassment of students, staff, or visitors by other students will not be tolerated at The PLUS Center. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of The PLUS Center, while on school-owned and/or school-operated transportation, while attending or engaged in school activities, and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school. Such assaults may result in In-School Suspension, Out-of-School Suspension, or police reports with charges being filed. If a physical assault occurs, the steps that may

be followed are:

1. Contact local law enforcement agency
2. Contact parents/guardians
3. Contact local school district (if applicable)

Police Report

The PLUS Center will notify the appropriate local school district and parent/guardian if police are needed for assistance with a student. The PLUS Center will communicate any pertinent information concerning the situation with both parties.

The Local School District

The student's local school district shall always maintain a copy of all records of the student. The local school districts policies and procedures shall always be considered when working with a student. Each district has developed procedures that are followed and a parent can request a copy of each local school district's policy at any time if they have not received one.

Parental Rights in Special Education

All parents and/or guardians should have received a copy of the Nebraska Department of Education handout that reviews all parental rights within state and federal guidelines. Any parent who needs one may request another copy from The PLUS Center and/or their local school district.

Student Records

Student records shall be destroyed five years after the student has been withdrawn from The PLUS Center program. If a parent/guardian would want The PLUS Center record before it is destroyed, a request, in writing, must be submitted.

Therapeutic Crisis Intervention

The PLUS Center uses The Mandt System to provide the staff with the knowledge and skills to respond and de-escalate inappropriate student behaviors. Staff members, trained in the Mandt System, provide positive methods for managing students in crisis. Intervention approaches include awareness of the child and the environment, behavior management, and active listening.

Physical restraint principles and techniques are part of the Mandt training if needed. The physical restraint techniques are done in a manner that conveys a sense of caring and protection to the student, and maintains the dignity of both the student and the adult. Physical restraint is only used when the student may be physically endangering himself/herself or others .

I/we understand that Mandt crisis intervention techniques are used and what that involves for the safety of my child and the others in the program at The PLUS Center.

Parent/Guardian Signature

Date

PLUS Center Checklist for New Students

Student's Name: _____

- New Folder
- Class Roster
- Lunch Payment
- LunchApplication Sent to Rhonda Salazar, and Copy I File
- Copy of Enrollment Card to: Secretary, Counselor, Nurse
- If needed, Billing Sheet to Jenni Serkiz
- Infinite campus - changes
- Infinite campus - Student Schedule

Receipt of Notification and Understanding of PLUS Handbook Rules and Procedures

I have received a 2022-2023 PLUS Center Student and Parent Handbook, and understand the contents. I realize that I am responsible for knowing and following the rules and procedures contained in the handbook. I will share this information with my child.

Parent/Guardian Signature

Date

Please return this signature page to the PLUS Center along with other signature items.

PERMIT TO ADMINISTER MEDICATION

In order for school personnel to administer medication to a student, it is necessary to have written permission from a parent/guardian. A permit is required for the dispensing of any medication including Tylenol and other over-the-counter type medications. School policy requires the following conditions be met before a medication will be dispensed:

1. A signed permit is submitted to the school nurse or principal.
2. "Prescribed" medication to be administered **MUST** be in a prescription container, properly labeled, including: child's name, physician's name, name of medication, and directions for administering. *Your pharmacist will provide you with an extra medication container if you ask.*
3. "Over-the-counter" medications must be provided by parent/guardian and be in the ORIGINAL manufacturer's container, not baggies or envelopes.
4. This form has been reviewed and signed by parent/guardian for the current school year.

NO medication will be administered past the expiration date.

I give permission to the Plattsmouth Community Schools to administer medication to:

Student's Name Grade

as directed by our physician, _____

Doctor's Name

Medication	Amount	Time
------------	--------	------

Date of First Dose	Date of Last Dose
--------------------	-------------------

Reason for receiving medication: _____

I have reviewed and approve of this medication permit for the 2022-2023 school year:

Parent/Guardian Signature	Phone	Date
---------------------------	-------	------

PLATTSMOUTH COMMUNITY SCHOOLS STUDENT HEALTH HISTORY
TO BE COMPLETED BY PARENT

STUDENT _____

GRADE _____

BIRTHDATE _____

AGE _____

MALE _____

FEMALE _____

PARENT/GUARDIAN SIGNATURE _____

DOCTOR NAME/NUMBER _____

DENTIST NAME/NUMBER _____

Please check any health problems your child has had. This information is very helpful in providing health services and programs for your student.

<p>Allergies</p> <p><input type="checkbox"/> Seasonal Hay Fever</p> <p><input type="checkbox"/> Foods _____</p> <p><input type="checkbox"/> Drugs _____</p> <p><input type="checkbox"/> Fumes _____</p> <p><input type="checkbox"/> Insect /bee stings</p> <p style="padding-left: 20px;"><input type="checkbox"/> Has a bee sting kit</p> <p><input type="checkbox"/> Animals _____</p> <p><input type="checkbox"/> Other _____</p>	<p>Blood Disorders</p> <p><input type="checkbox"/> Anemia</p> <p><input type="checkbox"/> Hemophilia</p> <p><input type="checkbox"/> Leukemia</p> <p><input type="checkbox"/> Frequent Nosebleeds</p> <p><input type="checkbox"/> Other _____</p> <p>Stomach/Intestinal Problems</p> <p><input type="checkbox"/> Gastric Reflux/Heartburn</p> <p><input type="checkbox"/> Constipation</p> <p><input type="checkbox"/> Other _____</p>	<p>Congenital Conditions</p> <p><input type="checkbox"/> Cleft Palate</p> <p><input type="checkbox"/> Down's Syndrome</p> <p><input type="checkbox"/> Growth disturbances*</p> <p><input type="checkbox"/> Other _____</p> <p>Orthopedic Problems</p> <p><input type="checkbox"/> Scoliosis*</p> <p><input type="checkbox"/> Osgood-Schlatters</p> <p><input type="checkbox"/> Other _____</p>
<p>Heart Problems*</p> <p><input type="checkbox"/> Murmur*</p> <p><input type="checkbox"/> Congenital defects*</p> <p><input type="checkbox"/> Other _____</p> <p>Respiratory Problems</p> <p><input type="checkbox"/> Asthma/RAD*</p> <p style="padding-left: 20px;"><input type="checkbox"/> Uses inhaler</p> <p><input type="checkbox"/> Frequent sore throats/colds</p> <p><input type="checkbox"/> Sinusitis</p> <p><input type="checkbox"/> Other _____</p>	<p>Neuromuscular Disorders</p> <p><input type="checkbox"/> Dizzy/fainting spells*</p> <p><input type="checkbox"/> Convulsions/seizures*</p> <p><input type="checkbox"/> Frequent headaches</p> <p><input type="checkbox"/> Migraine headaches</p> <p><input type="checkbox"/> ADD/ADHD</p> <p style="padding-left: 20px;"><input type="checkbox"/> Treated with medication</p> <p><input type="checkbox"/> Other _____</p>	<p>Other Conditions</p> <p><input type="checkbox"/> Developmental Delay</p> <p><input type="checkbox"/> Learning Disability</p> <p><input type="checkbox"/> Skin Issues/Eczema</p> <p><input type="checkbox"/> Burns-Severe</p> <p><input type="checkbox"/> Dental/Orthodontic issues</p> <p><input type="checkbox"/> Cancer*</p> <p><input type="checkbox"/> Speech issues</p> <p><input type="checkbox"/> Fractures</p> <p><input type="checkbox"/> Surgeries</p> <p><input type="checkbox"/> Serious Injuries</p> <p><input type="checkbox"/> Other _____</p>
<p>Endocrine Disorders</p> <p><input type="checkbox"/> Diabetes/Onset Date _____</p> <p><input type="checkbox"/> Hypoglycemia</p> <p><input type="checkbox"/> Thyroid Problems</p> <p><input type="checkbox"/> Other _____</p>	<p>Eye Disorders</p> <p><input type="checkbox"/> Blind-Right/Left/Both Eyes</p> <p><input type="checkbox"/> Glasses/Contacts</p> <p><input type="checkbox"/> Eye Surgeries</p> <p><input type="checkbox"/> Other _____</p>	<p><input type="checkbox"/> Birth Issues _____</p> <p>Birth Weight _____</p>

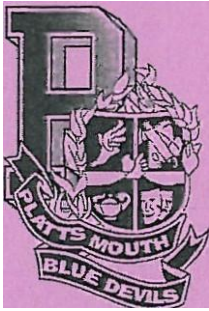
<p>Nutritional/Metabolic Problems</p> <p><input type="checkbox"/> Anorexia/Bulimia</p> <p><input type="checkbox"/> Over/Underweight</p> <p><input type="checkbox"/> Special Diet*</p> <p><input type="checkbox"/> Other _____</p> <p>Communicable Diseases</p> <p><input type="checkbox"/> Chicken Pox</p> <p><input type="checkbox"/> Strep Throat</p> <p><input type="checkbox"/> Scarlet Fever</p> <p><input type="checkbox"/> Mononucleosis</p> <p><input type="checkbox"/> Tuberculosis</p> <p><input type="checkbox"/> Other _____</p>	<p>GU Conditions</p> <p><input type="checkbox"/> Incontinence*</p> <p><input type="checkbox"/> Kidney/Bladder Infections</p> <p><input type="checkbox"/> Severe Menstrual Pain</p> <p><input type="checkbox"/> Other _____</p> <p>Hearing Disorders</p> <p><input type="checkbox"/> Hearing loss-Right/Left/Both Ears*</p> <p><input type="checkbox"/> Frequent ear infections</p> <p><input type="checkbox"/> Tubes in ears</p> <p><input type="checkbox"/> Other _____</p>	<p>Does any close relative have a history of:</p> <p><input type="checkbox"/> Anemia</p> <p><input type="checkbox"/> Asthma</p> <p><input type="checkbox"/> Cancer</p> <p><input type="checkbox"/> Diabetes</p> <p><input type="checkbox"/> Epilepsy</p> <p><input type="checkbox"/> Heart Disease</p> <p><input type="checkbox"/> High/Low Blood Pressure</p>

Any other medical information you feel would be helpful: _____

Please use this space to further explain any starred* categories that have been checked or other information that would be helpful: _____

Do you feel your child should have any restrictions, limitations or special needs? [] Yes [] No If yes, why? _____

How is healthcare provided for this student? [] Insurance through employment [] Medicaid [] Military [] Private insurance [] No insurance, pay personally [] Other



**Plattsmouth Community School District Central
 Office 1912 Old Hwy. 34
 Plattsmouth, NE 68048
 Dr. Richard E. Hasty,
 Superintendent Phone: (402)
 296-3361
 Fax: (402) 296-2667**



Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

As prescribed in *HIPAA* and *FERPA*, (the Health Insurance Portability and Accountability Act and the Family Educational Rights and Privacy Act) I give Plattsmouth Community School Nurses permission to forward health information on a need-to-know basis. This includes but is not limited to alerting school staff to watch for symptoms, and sharing pertinent data with Emergency Medical Technicians, in case of an emergency.

By signing this permit, I grant permission for the school nurse, if needed, to contact my student's prescribing/ordering physician or therapist for clarification of medication administration and/or treatment procedures.

This authorization to release information expires when the student is no longer enrolled in Plattsmouth Community Schools.

This authorization can be revoked by sending a written statement to the school from the custodial parent/guardian. If custody of the child changes, the form can be reissued and signed by the custodial parent.

Student's Name	Grade	Anticipated Graduation Date
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Parent/Guardian Signature	Date
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Plattsmouth Community School District Central Office
1912 Old Hwy. 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Phone: (402) 296-3361
Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

August 12, 2010

TO WHOM IT MAY CONCERN:

For payment of any fees, the District will accept cash, credit card, debit card, cashier's check, or money order. Personal checks will not be accepted. Credit/debit card payments will be a safer alternative to checks coming to school in book bags or mailed to us and will eliminate the issues of lost or misplaced checks not being applied to the proper student account.

At this time, we can process debit/credit cards at the Administration Center, 1912 Old. Hwy. 34, Plattsmouth, Nebraska. Feel free to come in between 7:30 a.m. and 5:00 p.m. Monday through Friday during regularly scheduled school days to make payments. You can also set up an account through Infinite Campus and pay through your portal.

Payments are no longer accepted by calling the Administration Center. As always, you can set up on-line lunch payments through our web-based system. Please contact Rhonda Salazar for more information about setting up on-line lunch payments.

If you have any questions, feel free to call the Administration Center at 296-3361 and we will assist you. Thank you for your cooperation as we move to this method of payment.

Dr. Richard E. Hasty Superintendent

Activities

Concussions

1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State 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 to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or 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.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed healthcare professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed healthcare professional, and (iii) 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.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed healthcare professional on a written clearance to resume participation that is provided to the school

shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed healthcare professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: August 8, 2011

Reviewed: Nov. 14, 2011, Nov. 12, 2012

Revised: Aug. 12, 2013

Reviewed: Nov. 11, 2013

Revised: July 14, 2014

Reviewed: Nov. 10, 2014, Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017, Nov. 12, 2018, Jan. 13, 2020, Dec. 14, 2020, Jan. 10, 2022

Free & Reduced Price School Meals Family Application – complete one application per household Attachment C: 2016-17

Part 1: Children in School						
List names of all children, including foster children, in school. If all children listed are foster, skip to Part 4 to sign the form. (First, Middle Initial, Last Name)	Check box below if a foster child					
	<input type="checkbox"/>	Name of School Child Attends			Grade	
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
Part 2: Assistance Programs – SNAP, TANF or FDPIR Benefits						
Enter MASTER CASE NUMBER if household qualifies for SNAP, TANF or FDPIR: (Social Security numbers, Medicaid numbers and EBT numbers are not accepted.) Skip to Part 4 						
Part 3: Total Household Gross Income – You must tell us how much and how often.						
1. Household Members			2. Gross Income (before taxes) and How Often it was Received			
List everyone in the household, current income each person earns in whole dollars (no cents) & how often. Entering "0" or leaving the income field blank certifies no income to report. A foster child's personal use income must be listed.			Earnings from Work before deductions		Public Assistance, Child Support, Alimony	Pensions, Retirement and All Other Income
			Income	How often	Income	How often
Total Number of Household Members: (Children and Adults) _____			Last four digits of Social Security Number (SSN) of the adult signing this form: XXX – XXX – _____			Check if no SSN <input type="checkbox"/>
Part 4: Adult Signature and Contact Information – An adult household member must sign the application.						
<i>"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits and I may be prosecuted under applicable State and Federal laws."</i>						
Sign here: _____		Print name: _____		Date: _____		
Street Address (if available): _____		Zip: _____		Daytime Phone: _____		
Part 5: Children's Ethnic and Racial Identities – Optional						
Check one Ethnic Identity: – and –			Check one or more Racial Identities:			
<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Native Hawaiian or other Pacific Islander			
<input type="checkbox"/> Not Hispanic or Latino	<input type="checkbox"/> White	<input type="checkbox"/> American Indian or Alaskan Native				
Do Not Fill Out the Section Below - For School Use Only						
Annual Income Conversion:		Weekly X 52;	Every 2 weeks X 26;	Twice a month X 24;	Monthly X 12	
Total Household Size: _____		<input type="checkbox"/> Free <input type="checkbox"/> Reduced <input type="checkbox"/> Denied		Reason for denial:		
Total Income: _____ per		<input type="checkbox"/> Income		<input type="checkbox"/> Income too high		
<input type="checkbox"/> Year <input type="checkbox"/> Month <input type="checkbox"/> 2 X Mo <input type="checkbox"/> Every 2 Wks <input type="checkbox"/> Week		<input type="checkbox"/> Categorically eligible:		<input type="checkbox"/> Incomplete application		
		<input type="checkbox"/> SNAP/TANF/FDPIR				
		<input type="checkbox"/> Foster Child				
Signature of Determining Official: _____			Date Approved: _____			
FOR THE VERIFICATION PROCESS ONLY:						
Signature of Confirming Official: _____			Date Confirmed: _____		Date Withdrawn From School: _____	
Signature of Verifying Official: _____			Date Verified: _____			

Lunch Room & Food Service Guidelines

Plattsmouth Community Schools offers breakfast and lunch every day with a focus on lots of choices and good nutrition. The school food service program is a pre-pay system. There must be funds in your account for your child to make purchases. The district reserves the right to block any account that is delinquent. If a family account has a negative balance, your account may be inactivated and your student will not be able to make any purchases on the family account. An alternate meal may be provided to your child if your account is delinquent. We understand families may have emergency situations. We can work with you to set up payment arrangements for your account, if you contact us.

We strive to assist parents with their efforts to maintain a positive account balance by providing notice of a low balance. Food service staff will give verbal reminders to students. Please sign up for low balance notices via email thru Infinite Campus. You can monitor your account balance online at anytime thru Infinite Campus. We encourage parents to enroll in the online payment system thru Infinite Campus. All foodservice payments made online post directly to your family account. Debit and credit card payments can be made at the District Central Office or by phone 402-296-3361. Cash payments can be made at your child's school. **We do not accept checks.**

If you have any questions regarding your family meal account, please contact us at 402-296-3361 ext. #2806 - rsalazar@pcsd.org

All families who qualify for free or reduced price meals must fill out a new application form each school year. Families that fail to turn in a new application will be charged full price for meals. Parents are responsible for all charges on the account until a new application has been received and processed. Applications will be available late July or early August. If you do not receive an application by the beginning of school please contact the food service office.

Our school district currently contracts the operation of our food service program with Taher Foods. All menus along with nutritional information are posted online.

The school food service program operates under USDA guidelines.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g.Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1)Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights1400 Independence Avenue, SW Washington, D.C. 20250-9410(2)Fax: (202) 690-7442; or (3)Email: program.intake@usda.gov

This institution is an equal opportunity provider.

The Board of Education of Plattsmouth Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations, which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students for the 2021-2022 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten

metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire.

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extra- curricular activities for the 2021-2022 school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests

copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services.

Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be made available to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 13th day of June, 2022, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal References:

Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)

Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)

Neb. Rev. Stat. §79-2,104 (student files or records)

Neb. Rev. Stat. §79-715 (eye-protective devices)

Neb. Rev. Stat. §79-737 (liability of students for damages to school books)

Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)

Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: July 9, 2012

Reviewed: Apr. 8, 2013, July 8, 2013, July 14, 2014, Apr. 13, 2015, Apr. 11, 2016, Apr. 19, 2017

Revised: June 12, 2017, June 11, 2018, June 10, 2019, June 8, 2020, June 14, 2021, June 13, 2022

**Appendix "1" to 2022-2023 Student Fees
Policy of Plattsburgh Community Schools
Additional Specification of Required Materials and
Fees¹**

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)² or Specific Material Required
Elementary Program		
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music Music -Optional Blue Notes Honor Choir		Musical instruments and accessories are provided. Recorders can be purchased for \$2.50.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists that may be handed out by the office or individual teachers.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of \$85.00.

¹ This listing is a part of the 2022-2023 Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

² Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the 2022-2023 school year.

Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$10.00 per student for each field trip to defray costs. Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
School Meals		Student Breakfast-\$2.20 Student Lunch-\$2.95 Milk-\$0.50 Staff Breakfast-\$2.40 Staff Lunch-\$3.75 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Middle and High School Programs	General Description of Fee or Material	Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair. Project cost--	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes. Student pays cost that is beyond the standard project provided by the school.

Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. Instrument Rental Fee is \$75 per school year and \$30 per summer for use of school-owned instrument. White shirt and black pants. *There is also a \$50 band fee for all participants.
Choir-Optional courses	Choir materials and equipment	\$20 per year
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists that may be handed out by the office or individual teachers.
Classroom Projects, i.e, Family & Consumer Science, Ind. Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page, when charges apply.

School Meals		<p>MS and HS Student Breakfast-\$2.20 Student Lunch MS-\$3.05 Student Lunch HS-\$3.10 Milk-\$0.50 Staff Breakfast-\$2.40 Staff Lunch-\$3.75 *Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.</p>
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None--Any postsecondary education costs are to be paid directly by students to the college.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of \$100.00.

Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. MS \$25. HS Price varies from \$65 to \$105, depending upon when the yearbook is purchased. The earlier that it is purchased, the lower the cost.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Driver's education class: Approximately \$350. Credit recovery: \$100 per class.
Locker usage	Use of school padlock	\$5.00 fee if damaged or not returned at the end of the year.
Learning (1-to-1) Initiative (high school)	Laptop insurance (optional; if declined, student is responsible for the cost of repairs due to accidents/negligence)	\$35 per school year
Extracurricular and other programs	General Description of Fee or Material	Amount of Fee (Anticipated or Maximum) or Specific Item Required
Athletic Programs		
1. Activities Fees	Participation in extracurricular activities.	Grades 7-8: \$50 maximum. This fee does not include a high school activity pass. Grades 9-12: \$85 maximum for all NSAA activities, band and vocal. This fee covers entry fees and admission to high school activities as a spectator.
2. Admission	Spectator fees for admission to events	\$6.00 per event maximum. Students may purchase an Activity Ticket for \$60.00 per year for high school events and \$35 for middle school events. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.
3. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.

<p>4. Equipment and attire</p>	<p>Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.</p>	<p>Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:</p> <table border="1" data-bbox="938 653 1526 1444"> <tr> <td>Basketball</td> <td>No additional</td> </tr> <tr> <td>Cross country</td> <td>No additional</td> </tr> <tr> <td>Football</td> <td>Mouthpiece</td> </tr> <tr> <td>Golf</td> <td>Golf bag & clubs</td> </tr> <tr> <td>Softball</td> <td>Softball glove</td> </tr> <tr> <td>Speech/Debate</td> <td>Dress attire; copies of research</td> </tr> <tr> <td>Track</td> <td>No additional</td> </tr> <tr> <td>Volleyball</td> <td>Volleyball knee pads</td> </tr> <tr> <td>Wrestling</td> <td>Wrestling head gear</td> </tr> <tr> <td>Cheerleading, Dance, & Flag Team Squads</td> <td>Shoes, approved uniforms (top & skirt; jacket), poms and other accessories</td> </tr> </table>	Basketball	No additional	Cross country	No additional	Football	Mouthpiece	Golf	Golf bag & clubs	Softball	Softball glove	Speech/Debate	Dress attire; copies of research	Track	No additional	Volleyball	Volleyball knee pads	Wrestling	Wrestling head gear	Cheerleading, Dance, & Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Basketball	No additional																					
Cross country	No additional																					
Football	Mouthpiece																					
Golf	Golf bag & clubs																					
Softball	Softball glove																					
Speech/Debate	Dress attire; copies of research																					
Track	No additional																					
Volleyball	Volleyball knee pads																					
Wrestling	Wrestling head gear																					
Cheerleading, Dance, & Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories																					
<p>5. Travel meals</p>	<p>Meals</p>	<p>Students are responsible for their own meals while traveling.</p>																				
<p>6. Locker use</p>	<p>Padlock for locker</p>	<p>\$5.00 fee if damaged or not returned at the end of the year.</p>																				
<p>7. Camps and clinics</p>	<p>Registration and other costs of camps or clinics</p>	<p>Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.</p>																				

8. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed \$50.00 per club.
9. Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. The Instrument Rental Fee is \$75 per school year for the use of a school-owned instrument and \$30 for the summer. Uniforms for the marching band will be supplied by the school. *There is also a \$50 band fee for all participants. For High School Band Students a \$15.00 uniform cleaning fee is requested.
10. Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$75.
Clubs/Organizations		
Future Business Leaders (FBLA)/DECA	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Future Farmers (FFA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Future Career/ Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.
Swing Choir	Attire	Students are responsible for purchasing outfits and accessories. Not to exceed \$150.
All Girls Swing Choir	Attire	Students are responsible for purchasing outfits and accessories.
Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.

Social & Recognition Activities		
1. School plays, musicals and social activities	Admission to events	Up to \$10.00 per play or activity.

Article 5

STUDENTS

Appendix to Policy No. 5195

2. School dances	Admission to prom, homecoming, etc.	Up to \$30.00 per event.
3. Class dues		Currently no dues are assessed. Each of the eight secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Picture Packets	Optional - Pictures are still taken for use in the school yearbook.	Students purchase packets as desired and pay directly to the photo company.
5. Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$65, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.

6. Spirit Bus	Optional student activity.	Occasionally, the district provides a spirit bus for student spectators to ride to an away event. There is typically a \$5 charge to ride the bus. The amount may vary depending upon the destination. This is an optional activity for spectators and is not a fee that is waived.
7. Trips	Transportation, lodging, meals, admission to events, etc.	<p>For the extracurricular and optional trip – Referral Free Activities, Freshman Trip, Senior Trip, Destination Imagination and Band Trips, students will be assessed a \$75.00 fee and will be responsible for meals. Students are responsible for costs of school-sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student.</p> <p>If the trip is not school-sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.</p>

Reviewed: Apr. 8, 2013, July 8, 2013, July 14, 2014, Apr. 13, 2015

Revised: Apr. 11, 2016, June 12, 2017, August 14, 2017 (student breakfast \$2.10 and staff lunch \$3.55)

Revised: June 11, 2018

Revised: June 10, 2019

Revised: June 8, 2020, June 14, 2021, June 13, 2022

**PLATTSMOUTH
HIGH SCHOOL
STUDENT/
PARENT
HANDBOOK**



2022 - 2023

Plattsmouth High School
1916 East Highway 34
Plattsmouth, NE 68048
402-296-3322

PLATTSMOUTH HIGH SCHOOL WELCOMES YOU

The administration, faculty, and staff welcome you to Plattsmouth High School. As you become involved in your classes and extracurricular activities, you will find that there will be many opportunities for you to achieve excellence. Your time at PHS should be spent in preparation for your career choices after graduation. The success you achieve at Plattsmouth High School will depend upon your effort, the support of your parents/guardians, and the cooperative efforts of the PHS faculty and administration.

Plattsmouth High School is a nationally recognized model academy school. Career academies are small learning communities designed to prepare students for both college and careers. Academies are based on our students' current learning interests and career goals. Students will benefit from this academy model in many important ways. From the start, students gain a sense of belonging as they are grouped together in small learning communities within our larger school. This allows students to become engaged immediately with our integrated applied content and feel supported by a core group of teachers as well as classmates with similar learning interests.

Moreover, these academies offer our students various opportunities to participate in designed programs of study, receive industry certifications and real world experiences through job shadowing, and internships, along with business mentorships and partnerships in related fields. These experiences are invaluable to our students and help them realize the importance and relevance of their education.

PLATTSMOUTH HIGH SCHOOL MISSION STATEMENT

The mission of Plattsmouth High School is to challenge all students to reach their full potential, to become lifelong learners, responsible citizens, and productive members of society.

Plattsmouth students and staff will be **Positive, Respectful, Intentional, Determined, and Engaged**. This is what we refer to as Plattsmouth **PRIDE**:

Positive - mentor, encourage, praise, inspire and lead with optimism and positivity

Respectful - value ourselves, each other, and our role in the community

Intentional - purposeful and genuine in our interactions

Determined - will not allow failure to overtake us or our teammates

Engaged - positively and actively involved in a united community

By identifying our core values and announcing them to our community, we are saying to all of our team members that we are accountable to these behaviors and will do our best to adhere to them.

Nebraska Frameworks Accreditation

Plattsmouth High School is accredited through the Nebraska Frameworks.

PLATTSMOUTH COMMUNITY SCHOOLS BOARD OF EDUCATION

Steve Barr, President
Max Muller, Vice President
Brian Harvey, Secretary
Nolan Simonsma, Treasurer
Bob Fuller

Matt Glup
Karen Parsons
Corey Wehrbein
Ken Winters

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT ADMINISTRATORS

Dr. Richard E. Hasty, Superintendent of Schools
Dr. Cherie Larson, Director of Instructional Services
Amanda Wright, Director of Special Education
Jennifer Serkiz, Business Manager
Barb Baker, Data Manager

PLATTSMOUTH HIGH SCHOOL ADMINISTRATION

Todd Halvorsen, Principal
Kim Caniglia, Assistant Principal
Tina Harvey, Assistant Principal / Academy Facilitator
Luke Chadwell, Athletics/Activities Director

INTENT OF HANDBOOK

This handbook is intended to be used by students, parents and staff as a guide to the expectations, procedures, and general information about Plattsburgh High School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource in assisting their child meet the expectations.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. 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 and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, along with state and federal statutes and regulations.

PROCEDURES AND REGULATIONS SUBJECT TO CHANGE

The information contained is current and in effect at the time of printing; therefore, the procedures and regulations set forth in the handbook may be altered or revised as dictated by necessity. Changes will be announced and published on the high school website. Some of our procedures and regulations may be altered as we work within the framework of our building, with new staff members, parent response, student input, as well as new Board of Education policies, and as state and federal laws change. The student handbook does not form a contract; the school reserves the right to change or modify the handbook whenever necessary. The Board policies upon which this handbook relies can be found at www.pcsd.org.

- Policies
 - 1000 Community Relations
 - 2000 Administration
 - 3000 Business Operations
 - 4000 Personnel

- 5000 Students
- 6000 Instruction
- 7000 New Construction
- 8000 Internal Board Policies
- 9000 Bylaws of the Board

PLATTSMOUTH HIGH SCHOOL STAFF

Administrative Assistants

Jeannie Hardy, Office Manager**
Michele Quinn, Att./ Guidance*

AFJROTC

Col. Ernie DeSimone***
Msgt Bruce Price***

Business

Tyson Schroeder*
Jana Shuey**

English/Foreign Language

Laura Phillips (Dept. Chair)***
Cynthia Duechting
Kyle Graves*
Ardena Mrasek*
Monica Olsen**
Eilene Rodriguez**
Janel Schweitzer***
Teri Wehrbein**

Family & Consumer Science

Carmen Hall**
Brynn Jobman**

Fine Arts

Meri Sedlak (Dept. Chair)*
Jeremy Haupt**
Chris Work**

Guidance Counselors

Sabrina Ayala (Dept. Chair)***
Jim Knierim*

Industrial Technology

Marc Fugleberg*
Lane Kelley*
Ethan Scholting*

Library/Media

Christine Knust**

Math

Nicole Springer (Dept. Chair)*
Trey Cossel***
Stephanie Reynolds***
Rick Titus***

Nurse

Amy Anderson***

Para Professionals

Holly Foote*
Missy Haswell**
Kristen Johnson*
Martha (Joey) Layne*
Sheila Nelson**
Deanna Rader*
Tara Sainz*

Physical Education

Conner Dukes***
Kevin Tilson**
Chris Wiseman*

Science

Deeny Nielsen (Dept. Chair)***
Ashley Classen**
Thomas Howard***
Jim Olsen*
Megan Poppen**

Social Studies

Brett Shuler (Dept. Chair)*
Austin Lenhoff**
Cheyenne McClain***
Dan Oatman***

Social Worker

Katie Lorenzen**

Special Education

Charlotte Urbauer (Dept. Chair)**
Curtis Larsen*
Barb Morehead***
Corinne Schwenk*
Jamie Wood*

Academy Assignments

*ATEAM
**BEACH
***STEAM

PHS PROFILE OF A PLATTSMOUTH GRADUATE



ONE SCHOOL, THREE ACADEMIES

PLATTSMOUTH HIGH SCHOOL

Every PHS Graduate Will Be...

College Ready

Every student will be able to continue their education in a postsecondary institute

All students will complete the courses in the Personal Learning Plan AND at least one of the following:

- ACT of 20 or higher
- ASVAB of 31 or higher
- Earn at least 3 college credits
- Pass the College Study Skills class

Career Ready

Every student will bring value to their workplace

All students will complete the continuum of experiences AND at least one of the following:

- Earn a national certification
- Complete an internship
- Receive high marks on the Capstone project

Community and World Ready

Every student will bring value to their community through their performance, skill, diligence, ethics and responsible behavior

All students will:

- Work with a business mentor
- Participate in at least one extra- or co-curricular activity
- Have an attendance rate of 95% or higher
- Gain volunteer experience in our community

100+

*community
and business
partners*

20+

*college courses
offered from
four
institutions*

It's a Great Time to be a Blue Devil!

PLATTSMOUTH HIGH SCHOOL CONTINUUM OF EXPERIENCES



ONE SCHOOL, THREE ACADEMIES PLATTSMOUTH HIGH SCHOOL

Mission: To work in partnership to develop career ready graduates who apply their personal strengths, talents, experiences and continuing education to bring value to their workplace, community, and career through their performance, skill, diligence, ethics and responsible behavior.

A T E A M	<p><i>Dedicated and Prepared</i></p>  <p>ATEAM ACADEMY</p> <ul style="list-style-type: none"> • Architecture, Construction • Transportation/Logistics • Environment & Agriculture • Art • Manufacturing <p>Groups: Skills USA, FFA</p>
B E A C H	<p><i>Learning through Serving</i></p>  <p>BEACH ACADEMY</p> <ul style="list-style-type: none"> • Business, Marketing & Management • Education • A/V Technology, Fine Arts • Communications • Human Services & Hospitality <p>Groups: FCCLA, ER, DECA, Jazz Band, Show Choir</p>
S T E A M	<p><i>Creative, Ethical, Scientific</i></p>  <p>STEAM ACADEMY</p> <ul style="list-style-type: none"> • Science • Technology • Engineering • Aeronautics • Mathematics <p>Groups: HOSA, IBOTC, Skills USA</p>

CONTINUUM OF EXPERIENCES	
TIME	EXPERIENCES
FRESHMAN	CAREER EXPLORATION BUSINESS TOURS COLLEGE VISIT COLLEGE FAIR CAREER SPEAKERS BUSINESS ADVISORS ACADEMY SELECTION CORE CLASSES
SOPHOMORE	BUSINESS TOURS COLLEGE VISIT COLLEGE FAIR BUSINESS ADVISORS PRE-ACT TEST FIELD TRIPS AND SPEAKERS CORE AND CAREER CLASSES
JUNIOR	COLLEGE VISITS COLLEGE FAIR BUSINESS ADVISORS PORTFOLIO ACT TEST/ASVAB JOB SHADOWING INTERNSHIPS CORE AND CAREER CLASSES
SENIOR	CAPSTONE CLASS COLLEGE APPLICATIONS FIN. AID/SCHOLARSHIPS CERTIFICATIONS BUSINESS ADVISORS PORTFOLIO WORK RELEASE/INTERNSHIPS DUAL CREDIT CORE AND CAREER CLASSES

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement

PLATTSMOUTH HIGH SCHOOL BUILDING HOURS AND BELL SCHEDULE

The school building is open from 7:30am until 3:45pm.

2022 - 2023 Bell Schedule	Monday - Friday
1st/2nd	8:05 - 9:23
3rd/4th	9:27 - 10:45
Intervention Time	10:49 - 11:16
First Lunch/Advisory	11:16 - 11:46
Second Lunch/Advisory	11:46 - 12:16
5th/6th	12:20 - 1:38
7th/8th	1:42 - 3:00
W.I.N.	3:05 - 3:40

What I Need (W.I.N.) Time:

Students who are failing a class are assigned to WIN time on Monday through Thursday, when teachers are in their rooms for students to stop in and get academic support. Students who are assigned WIN time are not eligible to participate in non- graded activities until they are off of the WIN list.

PLATTSMOUTH HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Requirements

The Plattsmouth Board of Education has established the following credit requirements for graduation:
240 total credits required for graduation:

English	40 credits
Including English I or Honors English I, English II or Honors English II, English III or Honors English III and choice of British Lit., Creative Writing, English Comp., Holocaust Lit., Intro. to Lit., Journalism, Senior English, Utopian and Dystopian Lit.	
Mathematics	30 credits
Pre-determined by placement	
Social Studies	35 credits
Including World Geography or Honors World Geography, American History or Honors American History, choice of Govt. & Society or AP American Govt. & Politics; and choice of Economics, History and Films, Psychology, Psychology II, Sociology, The World Today, U.S. Military History, or World History	
Science	30 credits
Including Physical Science or Honors Physical Science, General Biology or Honors General Biology and choice of AP Biology, Botany, Biology II, Chemistry or Honors Chemistry, Earth Science/Comm., Environmental Science, Human Anatomy/Physiology, Physics, Scientific Logic	
Physical Education	20 credits
Including choice of PE/Health 9 or ROTC I and II; and choice of any combination of Beginning Weight Training, Adv. Weight Training, Lifetime Fitness, Aerobics or ROTC III and IV, or 4 first semesters of Marching Band	
Fine Arts	10 credits
Choice of Intro to Drama, Adv. Drama, Art, any music class, or Stagecraft	
Career Exploration	10 credits
College/Career	10 credits
Personal Finance and Capstone	
Electives	55 credits
Total Credit Hours	240 credits

***All students are required to complete a portfolio in order to graduate from PHS.**

Grade Level Classification

Students at Plattsmouth High School are classified by grade level according to the number of years in high school. Students should have the number of credits shown below for graduation.

End of 9th grade year	60-80 credits
End of 10th grade year	120-160 credits
End of 11th grade year	180-240 credits
End of 12th grade year	240-320 credits

GRADING SCALE AND SYMBOL DEFINITIONS

In order to calculate grades, the following scale is used to assign grades. In turn, the letter symbols give a description of the student's academic achievement.

Classes Other Than Advanced Placement, Honors, and Dual Credit

GRADE	PERCENTILE RANGE	GPA
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	0-59	0.00

Advanced Placement, Honors, and Dual Credit Courses

GRADE	PERCENTILE RANGE	GPA
A+	97-100	4.00
A	90-96	4.00
A-	87-89	3.67
B+	83-86	3.33
B	80-82	3.00
B-	77-79	2.67
C+	73-76	2.33
C	70-72	2.00
C-	67-69	1.67
D+	63-66	1.33
D	60-62	1.00
F	0-59	0.00

GRADE POINT SCALES AND CALCULATIONS

A. Grade Point Average (GPA) is based on grades earned in the following grade level group:

Grades 9-12

- a. All courses for which the student receives from an A to an F are included in the GPA.
- b. Both a Term GPA and a Cumulative GPA are calculated.
- c. An official transcript is maintained for grades 9-12.
- d. Pass grades are not included in the GPA calculation, but do count for graduation credit.

B. Annual audits of courses offered within Plattsmouth High School and taught by qualified teachers will be conducted by examining the course rigor to determine potential grade weighting. The criteria for a grade to be weighted are that the course must be of college level rigor. Content must significantly exceed the Plattsmouth content standards.

National Honor Society

The following criteria must be met for a student to become a member of the PHS National Honor Society:

1. The student shall have spent at least two semesters at PHS and shall have a scholastic average of 3.5 or better.
2. An application for membership will be given to each eligible student by the NHS sponsor prior to the selection deadline.
3. All forms that are received on time will be considered for membership.
4. Scholarship counts for a maximum of ten points.
4.0 = 10 pts; 3.85 - 3.99 = 9 pts; 3.70 - 3.84 = 8 pts; 3.55 - 3.69 = 7 pts; 3.50 - 3.54 = 6 pts.
5. Service counts for a maximum of ten points. The student is to list all activities they have been involved in at PHS on the activity sheet. Community and church activities and any special recognitions, awards, etc. should be listed on the activity sheet. Points are awarded on the following basis: 15+ = 10 points; 13 - 14 = 9 points; 11 - 12 = 8 points; 9 - 10 = 7 points; 7 - 8 = 6 points; 5 - 6 = 5 points; 3 - 4 = 4 points; 1 - 2 = 3 points.
6. Leadership and character count for a maximum of 20 points. A faculty committee is given a list of those eligible for membership who returned their applications. The committee rates each individual on a 10-point scale, 10 being the highest. An average of the ratings is used to assign points.
7. After all the points are totaled for the student, any student receiving 30 or more points will be automatically selected. Any student not reaching 30 points will be evaluated by the faculty committee for possible selection.

Honor Roll, Merit Roll and Honorable Mention

Scholastic recognitions are published each semester to reward scholastic excellence. The Honor Roll distinction is awarded to students who earn a 4.0 GPA for the semester. The Merit Roll honors students achieving an average of 3.50 to 3.99 for the semester. Honorable Mention rewards students achieving an average of 3.00 to 3.49 for the semester.

Schedule Changes

Students are expected to carefully select their courses and to follow their selections. In special situations, individual requests for changes will be reviewed. Changes will not be made if the result causes the maximum class size to be exceeded. **Students will not be permitted to drop and add a class after the semester has begun.** Requests from students or their parents for a change in teachers cannot be allowed since such involve teaching loads and schedules. However, consideration will be given to requests from students assigned to repeat work with a teacher under whom they have previously failed. Finally, approval rests with the principal after a parent, student and principal meeting.

Dropping Classes

A student dropping a class after one week will receive a "F" for the semester, zero credits, and it will be calculated in his/her G.P.A. Any exceptions to this policy are at the discretion of the administration.

Progress Reports

Parents and students can monitor progress at all times via the internet, using the computer-based Infinite Campus Program.

Final Examinations

Time will be dedicated at the end of each semester for final exams and projects. Students are required to take these exams and complete the projects. If a student must miss a final exam, prior arrangements need to be made through the office of the principal.

Parent-Teacher Conferences

Regular Parent-Teacher Conferences will be held twice each semester for parents to meet with teachers to discuss their student's academic standing. If parents have a concern that arises about their child that is related to class or other school activities, they should contact the teacher or adult sponsor closest to the situation. If additional contact is necessary, parents are encouraged to contact a building level administrator.

Report Cards

First and second semester report cards are distributed approximately two weeks after the semester ends.

What I Need (WIN) Time

Students who are failing one or more classes are required to attend WIN time from 3:05-3:40, Monday through Thursday or make arrangements with their teachers to get additional academic support. WIN time is assigned to give students academic support. Students that are on the WIN list are not eligible to participate in non-graded activities or athletic competitions while they are on the WIN list. Students who have an unexcused absence from their WIN time will be assigned to the Plattsmouth Academy for Learning (PAL) Room the next school day.

Textbooks and Supplies

Textbooks are loaned to students by the Plattsmouth Community Schools. Students are responsible for the condition of these books. If a textbook is not returned in good condition or is lost, the student will be assessed a fine. All fines will be due immediately and payable to Plattsmouth High School.

College Visits

To encourage post high school education, PHS will allow juniors and seniors to visit two schools of their choice on a prearranged basis. A maximum of two days per school year will be excused for such visits. The Counseling Office should be notified of the visit and students must complete a form for the visit to be excused. Parents must also notify the Attendance Office.

Scholarships

Graduating seniors are eligible for scholarships offered by universities, colleges, technical schools, and many organizations. For more information regarding scholarships, seniors should see their counselor.

Transcripts

Upon student request and authorization, a transcript of the student's credits will be forwarded to colleges, technical schools, or other authorized institutions by the guidance office.

Graduation Ceremony

Participation in the graduation ceremony is a privilege granted to students who have fulfilled the graduation requirements established by the Plattsmouth Board of Education. Students will be required to follow a code of conduct and dress that will be distributed to the graduating seniors prior to the ceremony. If a student fails to comply with all standards set forth and does not finish the year in good standing with the administration, they will forfeit the privilege to walk in the graduation ceremony.

Early Completion

An Early Completion Plan Policy (Board Policy 5207) has been established for students seeking early completion. Failure to meet any of the criteria or timelines listed in the policy may cause the student to become ineligible for early completion.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - ACADEMIC ACHIEVEMENT

Level 1

All students are Level 1.

Level 2

The Level 2 Coordinator monitors all students' grades. If a student has a grade below 60% in one or more classes, the student will be moved to a Level 2 for Academic Achievement. Grades will be checked every Friday at 4:00pm. Students will have a 4 week grace period at the beginning of the school year.

Students that are placed at Level 2 for academics will be required to attend What I Need (WIN) time for twenty (20) school days from 3:05 - 3:40pm, or until they are passing all of their classes for which they were placed in WIN. The Level II Coordinator will continue to monitor the student's grades for twenty (20) school days while a student is in WIN.

If after twenty (20) school days a student is still at or below a 60% in one class, they will be moved to Level 3 of the MTSS process.

Level 3

At the Level 3 placement, a School Psychologist could be utilized and a student may be placed on a Performance Improvement Plan (PIP). They could also potentially lose an elective for the next semester and be placed in the Plattsmouth Academy for Learning (PAL) Study Hall for the next semester.

Level 4

At the Level 4 placement a student will be referred for additional testing that could result in a Special Education service.

PLATTSMOUTH HIGH SCHOOL ATTENDANCE POLICY AND PROCEDURES

ATTENDANCE POLICY

Students are expected to attend school on a daily basis. The school administration and school board believe that the main responsibility for attendance lies with the student's parent/guardian. However, if that responsibility is not assumed by the parent/guardian, the school will do everything possible to enforce the attendance regulations of the school and the State of Nebraska. Cooperation between parents, students and school personnel can minimize the number of days a student misses.

Plattsmouth Community Schools District must report absences of students in accordance with Nebraska State Statute 79-209.

Once a student exceeds 20 days of absences per school year, a report may be filed with the Cass County Attorney for action under NEB. REV. STAT. § 43-247(3)(a) and (b). As part of the report, the report will either request additional time to work with the student prior to intervention by the county attorney OR the report will demonstrate the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention.

Required Attendance

Every person residing in the school district, who has legal, or actual charge, or control of any child, who is of mandatory attendance age, shall cause that child to attend a public or private school regularly, unless the child has graduated from high school or has been allowed to disenroll pursuant to district policy.

Attendance Officer

The high school has designated an attendance officer. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes, but is not limited to, filing a report with the county attorney of the county in which a student resides.

School Excused

School Excused Absences are defined as those that have been communicated with the attendance secretary (in advance whenever possible) for the following circumstances:

- Absences when a licensed health care provider has confirmed in writing that, in his/her professional medical opinion and within his/her scope of practice, the student or a child whom the student is parenting is so physically or mentally ill that attendance of the student is impracticable or impossible.
- Doctor or dental appointment which requires a student to be absent from school - with a medical slip provided to the attendance secretary upon student's return.
- School-sponsored activities which require students to be absent from school.
- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
- College visits for juniors and seniors with proper documentation from the counselors (2 maximum per year).
- Students are suspended or expelled from school by the school district.
- Court appearances that are required by a court order with proper documentation.
- Absences required by law enforcement, child protective services, or a court of competent jurisdiction, confirmed in writing to the school district.
- Other absences that have received prior approval from the principal.

Not School Excused

Not School Excused Absences include, but are not limited to, illness, vacations, and medical appointments.

Extra Curricular Activity Attendance

On the day of a contest, performance or other activity, a student must be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the principal or activities director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

After 20 days of Not School Excused Absences, a student may lose credit for the course/s.

ATTENDANCE PROCEDURES

Step 1: At five (5) Not School Excused Absences, the following will be sent to parent/guardian by the attendance secretary:

- Five-day letter

Step 2: At ten (10) Not School Excused Absences, the following will be sent to the parent/guardian by the attendance officer:

- Ten-day letter
- Form A is to be completed by the parent/s or guardian/s
It is expected to be completed and returned to the attendance officer within five (5) days.

If Form A is not returned, the attendance officer will call parents and complete over the phone or invite parents to come into school and complete Form A. The attendance officer will document all meetings and what was discussed during the meetings and or phone calls.

If the parents don't complete or return calls in order to complete Form A within 5 days of the letter being sent, the school *may* submit a truancy filing to the county attorney's office.

Step 3: At fifteen (15) Not School Excused Absences, the following will occur:

- Fifteen-day letter will be sent home to parents requesting a meeting.
- Form B is to be completed by the student.
It is expected to be completed and returned to the attendance officer within five (5) days.
If Form B is not returned, the attendance officer *may* call the student in to complete. The attendance officer will document all meetings and what was discussed during the meetings.
- A parent/guardian meeting is required. Parents/guardians will need to meet with the attendance officer and any other school staff deemed necessary. Form C will be completed during the meeting.
 - If the parent refuses to have a meeting or does not contact the school about setting one up, or the student does not complete the form or return calls within five (5) days of the letter being sent, the school *may* submit a truancy filing to the county attorney's office.

Step 4: At twenty (20) Not School Excused Absences, the following will occur:

- Twenty-day letter will be sent home to parents/guardians.
- A request is made that parents provide documentation within 7 days to excuse the student's absences.

Step 5: After twenty (20) Not School Excused Absences, the following will occur:

- A referral letter will be sent home to inform the parents/guardians that the school will be submitting a truancy referral to the county attorney's office including all documentation on efforts to remove barriers to the student's attendance.

Plattsmouth High School Attendance Form A Completed by Parents/Guardians

Belief Statement: All students must be in attendance to receive the proper learning experience needed to be successful both academically and emotionally.

Date/Time			
Participants			
Location	Via Mail/Email	Phone Conference	In-Person

1. What are the reasons that your child is not coming to school? What are some possible solutions for each reason?

2. Develop an attendance plan to combat this attendance problem.

3. Is there anything that the school needs to be aware of to support your student and/or family?

By signing this document, it means that you are aware of the attendance concerns and have participated in filling out this form.

Parent/Guardian Signature _____ Date _____

Plattsmouth High School Attendance Form B
Completed by Student

Belief Statement: All students must be in attendance to receive the proper learning experience needed to be successful both academically and emotionally.

Date/Time	
Student Name	
Grade	
Academy	

1. What is going well for you at school?

2. What is causing you to miss so much school?

3. What are some possible solutions to your lack of attendance?

4. How can Plattsmouth High School help you?

By signing the document, it means that you have participated in the conference.

Student Signature _____ Date _____

School Official Signature _____ Date _____

Plattsmouth High School Attendance Form C
Completed at the Attendance Meeting

Belief Statement: All students must be in attendance to receive the proper learning experience needed to be successful both academically and emotionally.

Date/Time	
Participants	

1. Discuss current attendance concerns. The student has at least 15 absences at this time. Review answers submitted on Form B that were completed by the student.

2. How can Plattsmouth High School help you and your child?

3. Develop an attendance plan to combat this attendance problem.

By signing this document, it means that you have participated in this conference.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

School Official Signature _____ Date _____

Plattsmouth High School Attendance Policy - Tardies

Belief Statement

All students must be in attendance to receive the proper learning experience needed to be successful both academically and emotionally.

Definitions

A. Tardies

A tardy is any late arrival to any class period. This could be to the first period of the day or any class period including Advisory and Study Hall. A student will be considered tardy up to the first ten (10) minutes at the start of the day. After ten (10) minutes a student will be counted absent. A student will be considered tardy up to the first six (6) minutes at the start of each subsequent period of the school day. After six (6) minutes a student will be counted absent.

B. Reporting Period

A tardy report will be run every day during the school year. This report will be analyzed by the attendance secretary, and the administrators will administer tardies.

Tardy Procedures

Step 1:

After every increment of three (3) tardies across all periods, a student will be notified that they must serve a 30 minute detention to be served during the student's assigned lunch period. The parent/guardian will be notified by phone or email.

- A student must serve a thirty (30) minute detention for each increment of three (3) tardies across all periods.
- If a student serves the detention, the tardies will be removed.

Step 2:

If a student does not serve their detention for every increment of three (3) tardies, they will be assigned an In School Suspension(ISS) for one day. Upon completion of the assigned ISS for three (3) tardies, the tardies will be removed.

MAKEUP WORK

When a student is absent, they will have two school days to make up work for each day missed, with a maximum of 10 days allowed to make up work. **After 10 days the work may become a zero in the grade book.** A student may have to come in before or after school to make up the work.

CLOSED CAMPUS

Plattsmouth High School operates on a closed campus basis. Students may not be permitted to leave school prior to the regular dismissal time except by permission of the principal or the principal's designee.

Students wishing to leave for lunch must be escorted by a parent/guardian, parent/guardian must meet students in the office in order to leave.

LEAVING DURING THE SCHOOL DAY

No student may be permitted to leave school prior to the dismissal hour at the request of or in the company of anyone other than a school employee, police officer, court official, or parent of the child, unless permission of the parent has been first secured. If any police or court official requests the dismissal of a student, the student's parents should be notified as soon as possible.

No student is to leave the school during school hours without office permission, which will be granted only after parents or guardians have been contacted. The student must then sign out properly at the attendance window. Students failing to follow these guidelines may be assigned In School Suspension (ISS)

STUDENT AND ADULT VISITORS

Current students are not permitted to bring visitors (other than parents, guardians, or grandparents) to school with them during the school day as this detracts from the learning environment and causes the host student to lose focus.

WITHDRAWAL FROM THE HIGH SCHOOL

Students transferring out of Plattsburgh High School must be accompanied by a parent or legal guardian. Notes or phone calls from parents or legal guardians **will not** be accepted as official notification. Any student withdrawing from the high school permanently must obtain a checkout form from the guidance office. Each teacher involved will sign the form after all the books and materials have been returned to the teacher. It will also indicate that all fines and assessments have been paid. The checkout form must be returned to the guidance office and signed by the building principal.

STUDENT DRIVING AND PARKING - REGULATIONS AND RESPONSIBILITIES

All motorized vehicles driven by students must be parked in the south student and activities parking area. The north parking lot is for staff and visitors. Students are expected to park in designated parking stalls (between yellow lines). Parking in any other locations will make students liable for parking tickets. **All vehicles parked should have an authorized PHS Parking Permit. Once you enter the school parking lots, you are to park your vehicle.** Reckless driving, speeding, driving over non-road surfaces, illegal turns, drag racing, burnouts, or failure to observe parking regulations will result in disciplinary consequences which may include the loss of the privilege of parking and driving on campus.

Cars ARE NOT ALLOWED to be parked on or in front of either entrance without a driver in the vehicle. Loitering and/or cruising in any lot during the school day or normal drop-off or pickup times is strictly prohibited. Excessive radio or stereo noise from vehicles is prohibited! This distracts other drivers and may be dangerous.

Anytime a student's automobile is involved in an accident with another vehicle, pedestrian, or school property, those involved should report the incident to the School Resource Officer (SRO) no matter how minor. The office will help you contact the proper authorities and/or your parents.

Cars illegally parked may be ticketed, or towed. This may occur when a student parks in reserved parking lots, in handicap areas (indicated by blue paint), in fire lanes (indicated by red paint), on the grass, in any prohibited areas designated by yellow hash lines, or is double-parked. Payment for tickets issued during any one term is due by the end of that term. **Any vehicle left unattended for 24 hours in any school parking lot may be subject to towing at the owner's expense.** If a student or staff member needs to have their car left for more than 24 hours, they should have prior approval with the principal or the principal's designee. **Parking lots will be closed from 9:00pm until 5:00am. After activities students are expected to vacate the parking lot immediately and there should be no loitering in the parking lots or on school premises.**

Note: The speed limit on campus is 10 mph. **Safe driving on campus is the number one issue when it comes to driving and parking at Plattsburgh High School.** Surveillance cameras are utilized in the parking lots at PHS. Students are reminded to arrive at school early in order to secure a parking spot.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - BEHAVIOR EXPECTATIONS

1. Arrive to class on time prepared for learning
 - Arrive before tardy bell with materials/supplies
 - Use work time appropriately - on task, engaged and doing what is asked
2. Respond appropriately to staff directives
 - Follow directions
 - Accept feedback from staff in a respectful manner
 - Own your behavior
 - Accept “No” as an answer
3. Demonstrate respect for people and property
 - Use appropriate language
 - Respect personal space and boundaries

Any one of these items that do not meet teacher expectations will require a problem solving conference with the teacher prior to the next period that the student has with the teacher. Conferences could take place before school, after school, or at the end of the class period. After the third problem-solving meeting, the student will be issued an office referral. If a student returns to class after an office referral for having three problem-solving issues with one teacher they will automatically receive an office referral on their next problem-solving issue with that teacher.

Consequence for not meeting expectations:

Minimum sanction - Detention, mandatory study hall, or short- term suspension

Maximum sanction - Long-term suspension, expulsion, legal authorities will be contacted

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION (IPDA)

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, fondling or other displays of affection that would be considered embarrassing or a distraction to others. Students could face the following consequences for IPDA:

1. 1st Offense: Students will be confronted and directed to cease.
2. 2nd Offense: Students will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Students will be assigned to In School Suspension for a minimum of 1 day; parents and students will need to meet with administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the students could face long-term suspension or expulsion.

STUDENT APPEARANCE AND ATTIRE

Plattsmouth High School strives to maintain a learning environment that is free from unnecessary distractions. Appropriate student attire is extremely important in maintaining a school climate which fosters academic success. These efforts also contribute to the mission of preparing students for appropriate dress in the workplace. School is a place for serious work and study. Certain types of clothing and student dress are not appropriate for school. The primary consideration for students in deciding on what to wear and how to groom should be cleanliness, neatness and appropriateness to the school.

The administration and faculty of Plattsmouth High School have the responsibility to help students develop habits that contribute to good taste in matters of dress and appearance. What is considered appropriate dress for school and all school related activities and events is at the discretion of the Plattsmouth High School administration. The following clothing or types of dress are prohibited as noted below:

1. Clothing that either causes or has the potential to cause a substantial disruption or material interference with the educational process.
2. Clothing that is not worn appropriately or considered inappropriate is prohibited. Clothes that are too short, bare midriff or show too much skin will be addressed by school personnel. Students will be asked to cover up or change clothing.
3. Clothing that creates or has the potential to create a health or safety problem/risk.
4. Clothing that contains vulgar or offensive words (written or implied) or language that is sexual, indecent, or lewd.
5. Clothing and other personal items, which promote, advocate, or advance the use of illegal drugs, alcohol, or tobacco, including clothing which displays a logo or trademark of any brand of alcohol or tobacco cannot be worn at school.
6. Clothing that promotes guns and/or other weapons or promotes violence cannot be worn at school.
7. Students are prohibited from wearing scarves, hoods, bandanas, hats, caps, and/or other headgear of any type **inside the school buildings** from the time a student arrives at school until the student leaves the building. All student hats, ball caps, and headgear worn to school must be kept in a locker or book bag and are not to be seen.
8. Chains (even if attached to a wallet), pliers, or other objects that could be used as a weapon are not to be worn to school or school activities. Sunglasses may not be worn indoors, unless part of a medical plan. Safety goggles should only be worn in classes that require such safety measures.
9. Sagging pants are not appropriate for school. Pants should be worn at or above the hip level.
10. Any message on clothing that contains a double meaning or suggests vulgar, offensive, or disparaging words, language, or symbols or is sexual in nature are not to be worn to school or a school-related activity.
11. Clothing or body art (e.g., face paint) that is characteristic of a costume or is considered unusual and normally not worn during the school day is prohibited unless approved beforehand by the administration.
12. All group or class t-shirts must be approved by the administration before worn to school or any school-related activities or events.
13. Students are not to bring blankets to school unless it is for a specific school activity.
14. Slippers and costumes are not school appropriate unless part of a specific school activity.

Infractions of Plattsmouth High School's dress codes and standards may result in directing the student to correct the infraction, sending a student home to change, suspension, or other student discipline depending on the degree of infraction. Dress code infractions and consequences are determined by the administration. In any situation relative to dress, accessories, or grooming which is not specifically covered in this rule, the PHS administration shall have the authority to rule on the appropriateness of the attire. **The basic standard to be applied is whether the dress, accessories, or grooming are a disruption to the learning environment.**

STUDENT CONDUCT AT SCHOOL ACTIVITIES

Student conduct at all events, extracurricular and otherwise, is both an expression of the student as an individual and as a representative of the school and the city of Plattsburgh. Students should conduct themselves in such a way to mirror PHS' **PRIDE** culture. Misbehavior at school activities will be handled in accordance with regular school policy. Student standards of good conduct (**positive, respectful, intentional, determined and engaged**) apply on school grounds or in school-owned or utilized vehicles during any educational function on and off school grounds at a school sponsored activity or athletic event.

Participants in extracurricular activities assume a leadership role. The student body, the community and other communities judge PHS on its students' conduct and attitudes, and how they contribute to their school spirit and community image. The students' performance and devotion to high ideals make their school and community proud.

Extra-curricular activities have an important place in the educational program of Plattsburgh High School. It is a privilege for the students who choose to participate. Students who participate and are accepted into the program are expected to be **Positive, Respectful, Intentional, Determined, and Engaged (PRIDE)** as well as demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, and sportsmanship. It is the belief that accepting responsibility for one's actions is a part of that philosophy.

STUDENT CONDUCT AT SCHOOL DANCES

Our hope is that our school dances are very special events for our students as they interact in positive ways in a safe and supervised environment. Parents, sponsors, and chaperones have invested countless hours in ensuring that school dances are memorable events. Our students also invest time, energy, and money in preparation for the evening. We have had very few problems with school dances over the years. Our hope is that Plattsburgh High School dances will continue to be a part of the high school experience, and that each student will have a fun and safe night.

Inappropriate dancing is prohibited at all Plattsburgh High dances. Inappropriate dancing includes: 1) touching while dancing back to front, 2) touching of breasts, buttocks, or genital areas, 3) "hiking-up" of skirts or dresses, 4) leaning against the wall while dancing, and 6) dancing that appears to be "simulating sex" or "grinding." Additionally, any student that participates in dancing that creates an unsafe environment (crowd surfing, moshing, etc.) will be asked to leave.

All other Plattsburgh High School rules and student responsibilities apply at school dances.

PERSONAL ELECTRONIC DEVICES

An electronic communication device (ECD) is any technology capable of sending or receiving messages using a network, such as a mobile phone, iPod, laptop, scanner, or video game system. All ECDs, whether owned by Plattsburgh Public Schools, the student, or anyone else, are subject to the rules and regulations of the Plattsburgh Community School District if they are on school property or using the Plattsburgh Community School District's network. Social media is any form of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (pictures, videos, etc.) Cell phones are not to be used during class time or in the hallways during the regular schedule day. Students will be expected to turn their phone in at the beginning of each class based on individual teacher discretion. Violation of this rule shall result in confiscation of the device for the remainder of the school day.

The use of cell phones and other personal electronic devices are permissible during extracurricular activities at the coaches/sponsors' discretion. Violation of this rule shall result in confiscation of the device. The confiscated device shall be held by the coach/activity sponsor until such time that the parent or guardian can pick it up at their convenience. If a student athlete/activity participant refuses to give up the cell phone

or other electronic device to a coach/sponsor when a violation occurs, this constitutes insubordination and may result in suspension from the sport/activity as well as school consequences. If pictures/videos are taken and used to intimidate, embarrass, or harass any person (staff, student, or otherwise) consequences may range from confiscation of the phone to suspension and possible law enforcement contact if privacy issues are violated.

Additionally, student athletes/activity participants who use social media to intimidate, embarrass, or harass any person (staff, student, or otherwise) will be subjected to a consequence that will be assessed by the activities director. Repeated violations of the personal electronic device and social media rule may result in suspension from games/activities or removal from the team/club.

NUISANCE ITEMS

Items deemed a nuisance or distraction to the learning environment including, but not limited to: skateboards/longboards, laser light pens, pagers, air horns, cameras of any kind, sunglasses, safety glasses outside the classroom, pepper spray, canned air/aerosols or other items deemed by the school administration to deter from the educational process or school mission, are strictly prohibited, will be confiscated, and may or may not be returned to a parent or guardian. Lost or stolen items of this nature will not be the responsibility of the school and is one of the reasons these types of items are discouraged to be brought to school.

PARENT INVOLVEMENT

A parent may object in writing to textbooks, tests, and other curriculum materials, the subject matter of courses, assemblies, counseling sessions, or other instructional activities. If parents know in advance of topics or activities from which they wish to have their child(ren) excused, the school expects parents to request to have the student excused from participation.

Parents wishing to participate in counseling sessions with their children may make such a request to the building administrator. Upon receiving such a request, the building principal will contact the counselor to determine if, in the opinion of the counselor, parental participation is appropriate.

“EMAIL” AND INTERNET ACCESS

The District offers certain staff and students of the Plattsmouth Community Schools access to the district computer network, including electronic mail ("email") and the Internet. To gain access to electronic mail (email) and the Internet, all staff must sign and return the "Staff Agreement" form to the central office. Likewise, to gain access to email and the Internet, all students attending the Plattsmouth Community Schools must sign a "Student Agreement," and their parents must sign a "Parents Agreement," and return the forms to the administrative office of the school district. Student access to email will be provided only relevant to educational endeavors and through a staff member's email address.

- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to the social media company or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age, social media companies will delete your profile.

We urge all students to follow these common sense guidelines.

FERPA RIGHTS FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The complaint form is offered at the following: https://studentprivacy.ed.gov/sites/default/files/resource_document/file/EComplaint%20form%20FERPA%20v2018_10-4-19_508_1.pdf

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Plattsmouth Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Plattsmouth Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plattsmouth Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEA) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Plattsmouth Schools to disclose directory information from your child's education records without your prior written consent, you must notify Plattsmouth High School Office in writing by September 25, 2019. Plattsmouth Schools has designated the following information as directory information:

- ·Student's name
- ·Participation in officially recognized activities and sports
- ·Address
- ·Telephone listing
- ·Weight and height of members of athletic teams
- ·Electronic mail address
- ·Photograph
- ·Degrees, honors, and awards received
- ·Date and place of birth
- ·Major field of study
- ·Dates of attendance
- ·Grade level
- ·Most recent educational agency or institution attended.

NONDISCRIMINATION IN FOOD SERVICE PROGRAM

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call 800-795-3272 (voice) or 202-720-6382 (TTY). USDA is an equal opportunity provider and employer.

Plattsmouth Community Schools offers breakfast and lunch every day with a focus on lots of choices and good nutrition. The school food service program is a PRE-PAY system. Meals are not purchased on credit. There must be funds in your account for your child to make purchases. We can work with emergency situations if you call to make payment arrangements in a timely manner. The district reserves the right to block any account that is not prepaid.

We strive to assist parents with their efforts by providing notice of a low balance. School staff will give verbal reminders to students. Low balance notices will also be sent via email. You can monitor your account balance online at anytime www.pcsd.org. If a family account has a negative balance your account may be inactivated and your student will not be able to make any purchases on the family account.

Debit/credit card payments can be made at the District Central Office. We are also able to take debit/credit card payments by phone at 402-296-3361. Online Payments: www.pcsd.org
Cash payments can be made at your child's school and the District Central Office.
We do not accept checks.

All families who qualify for free/reduced meals must fill out a new application form each school year. Failure to fill out a new application will cause a family to pay full price until the application is received and processed. Applications for free/reduced price meals are available at all school offices. They are also available online at www.pcsd.org.

If you have any questions regarding your account please contact us, 402-296-3361 ext #2800.

Non-Discrimination Statement

This explains what to do if you believe you have been treated unfairly.

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax 202-690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339 or 800-845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for all applicants and recipients of the Child Nutrition Programs.

USDA NONDISCRIMINATION STATEMENT

SNAP and FDPIR state or local agencies, and their subrecipients, must post the following nondiscrimination statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
2. Fax: 202-690-7442
3. Email: *program.intake@usda.gov*

This institution is an equal opportunity provider.

USDA NONDISCRIMINATION STATEMENT (continued)

For all other FNS nutrition assistance programs, state or local agencies, and their subrecipients, must post the following nondiscrimination statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
2. Fax: 202-690-7442
3. Email: *program.intake@usda.gov*

This institution is an equal opportunity provider.

USDA NONDISCRIMINATION STATEMENT (continued)

Joint Application Form (HHS)

This institution is prohibited from discriminating on the basis of race, color, national origin, disability, age, sex and in some cases religion or political beliefs.

The U.S. Department of Agriculture also prohibits discrimination based on race, color, national origin, sex, religious creed, disability, age, political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027), found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. Fax: 202-690-7442
3. Email: *program.intake@usda.gov*

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at 800-221-5689, which is also in Spanish or call the [State Information/Hotline Numbers](#) (click the link for a listing of hotline numbers by State); found online at: [SNAP Hotline](#).

To file a complaint of discrimination regarding a program receiving Federal financial assistance through the U.S. Department of Health and Human Services (HHS), write: HHS Director, Office for Civil Rights, Room 515-F, 200 Independence Avenue, S.W., Washington, D.C. 20201 or call 202-619-0403 (voice) or 800-537-7697 (TTY).

This institution is an equal opportunity provider.

ACCEPTABLE USE OF COMPUTERS AND NETWORKS STUDENT'S AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct, Plattsmouth Community Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Plattsmouth Community Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Plattsmouth Community Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use
Plattsmouth Community Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS PARENT'S AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Plattsmouth Community Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (email) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Plattsmouth Community Schools responsible for materials acquired or sent via the network.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date _____

This form will be retained on file by authorized faculty designee for the duration of applicable computer/network/Internet use.

Plattsmouth Community Schools
Addition to Student Code of Conduct
Appendix "4"

**PARENTAL AUTHORIZATION AND RELEASE
TO DISPLAY STUDENT WORK**

The undersigned(s) is/are the parent(s), guardian(s), or person(s) ("parent") in charge of _____ ("the student").

The School District has requested authorization from the parent of the student to display the product of the student's school-related academic, athletic, musical and/or art work product in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District. Upon consideration of the request of the School District:

_____ I/We hereby authorize the School District to display the product of the student's school-related academic, athletic, musical and/or work product in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District; and further I/We hereby waive any claims regarding copyright to the student's school-related academic, athletic, musical and/or art work product, and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the posting of the student's work on the School District's web page.

_____ I/We DO NOT authorize the School District to display the product of the student's school-related academic, athletic, musical and/or work produce in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District.

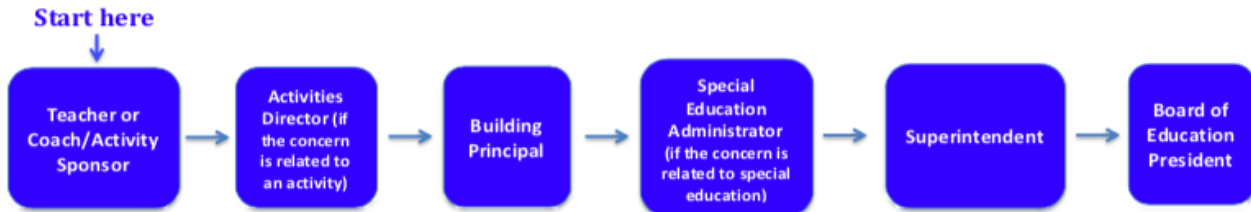
Dated this _____ day of _____, _____.

Name of Student

Parent/Guardian

Parent/Guardian

PROTOCOL FOR ADDRESSING CONCERNS (Chain of Command)



Going directly to the source of a concern will, in many cases, clear up misunderstandings and resolve the issue. If the issue cannot be resolved at the school level, please contact the Superintendent. If you contacted the teacher/coach, activities director (if the concern is related to an activity), principal, special education administrator (if the concern is related to special education), Superintendent, and the issue was not resolved, please contact the Board President.

The purpose of the protocol is to provide an avenue for concerns to be considered by the individuals identified above and determine whether or not there is a necessity for action. The protocol is not intended to guarantee that the identified individuals will implement all desired actions.

*Rev. July 11, 2022



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson, Director of Instructional Services
Mrs. Amanda Wright, Special Education Administrator
Phone: (402) 296-3361 Fax: (402) 296-2667
www.pcsd.org

*Working in partnership to ensure **A**cademic achievement, responsible **B**ehavior and **C**ivic engagement.*

Curriculum Materials Disposal Request

September 12, 2022

- Miscellaneous dishes of random design
- Miscellaneous kitchen tools
- Miscellaneous coffee cups
- Approximately 15 old cookbooks no longer used
- Miscellaneous nutrition text books (old copyrights)

Plattsmouth Elementary School

September 12, 2022

To: Plattsmouth Community School District Board of Education

From: Dr. Amber Johnson, Plattsmouth Elementary School Principal

Re: Request for Disposal of Items

-
1. Poster Maker - Missing pieces that are no longer in production

MEMORANDUM OF UNDERSTANDING (MOU)



Definitions

Agreement - This memorandum of understanding (MOU) is entered into by and between PCS and the Collaborator.

PCS - Plattsmouth Community Schools, 1912 Old Highway 34, Plattsmouth, NE 68048

Collaborator - Banister Leadership Academy, PO Box 4002, Omaha NE 68104



Collaborator Representations

The Collaborator represents to PCS the following:

- a. The Collaborator's Federal Employee Identification Number (FEIN) is 51-0666677.
- b. The Collaborator is an entity in good standing with its state of incorporation/business registration.
- c. The Collaborator did not make any false or misleading statements to the PCS in their proposal for collaboration.
- d. The Collaborator has a working knowledge of or is aware of the following:
 - (1) PCS's business model,
 - (2) PCS's clientele, and
 - (3) PCS's mission.
- e. The Collaborator acknowledges that it is entering into this Agreement based on proper approval under the Collaborators organizational documents.
- f. The individual signing this Agreement for the Collaborator has the proper authority to do so under its organizational documents.

PCS REPRESENTATIONS

PCS represents to Collaborator the following:

- a. PCS has the following Federal Employee Identification Number – 47 6001 627.
- b. PCS is a Class III school district under the laws of Nebraska.
- c. The individual signing this Agreement for the PCS has the proper authority to do so under its organizational documents.

Term of Agreement

This collaborative relationship shall commence at the time of countersignature to this Agreement and shall continue until May 31, 2023. This Agreement will be reviewed for possible renewal annually. Any renewal of this Agreement will require review and approval of the appropriate board/council of PCS. However, there shall not be any space available until that time which PCS determines, in their sole discretion, that PCS is ready to commence the activities contemplated under this Agreement.

Scope of Collaboration

Collaborator and PCS agree that the Scope of Collaboration are the following: Collaborator and PCS will

1. Collaborator will provide: (Describe in detail the which Collaborator will provide PCS)
 - a. The Collaborator provides intensive leadership skills training and community involvement in the curriculum that they provide. They also provide the necessary instructors, materials and meals for all participants. Collaborator will provide programming for youth that are referred in Cass County, NE

-
2. PCS will provide: {Describe in what PCS will provide)
 - a. Will provide classrooms, gym space, and internet services one Saturday Night per month from Sept. to May from 3:00pm-8:30pm, with the understanding that the program for students will typically be from 4:00 PM to 8:00 PM. The collaborator will also provide a virtual program off-campus one Saturday Night per month from Sept. to May.
 3. PCS students shall be given first preference for participation in the program.
 4. The Collaborator shall engage in the activities and provide the services generally set forth in the presentation (see attached) given to the PCS Board of Education.

Responsibilities of Collaborator:

The following is a list of Collaborator responsibilities under this Agreement. Please note that PCS and Collaborator agree that this list is not inclusive and may be supplemented by additional responsibilities as further described in this Agreement.

- A) The Collaborator will be responsible for the overall management and Implementation of the program contemplated herein.
 - B) The Collaborator agrees to provide copies of their insurance (which is wholly paid for by the Collaborator as required by PCS. The certificates of insurance which are required under PCS policy (with PCS indicated as a named insured) shall be provided prior to PCS prior to execution of this Collaboration Agreement.
 - C) The Collaborator agrees to provide all consumable supplies and equipment, as applicable.
 - D) The Collaborator agrees to provide and adhere to agreed upon schedule of activities and use of the facility. The schedule contemplated herein shall be agreed to prior to execution of this Agreement.
 - E) The Collaborator agrees to adhere to the regularly scheduled days and hours of services of the facility .
 - F) The Collaborator shall always provide necessary staff for instruction and supervision of the activities related to the program.
 - G) The Collaborator agrees to abide by all rules governing activities and behavior at the facility as prescribed by PCS, as may be amended from time to time.
 - H) The Collaborator agrees to notify the PCS point of contact if its staff/volunteers will be late or absent.
 - I) In furtherance of this Agreement and in relation to the work contemplated herein, the Collaborator shall, in accordance with the laws of the State where the facility sits, report child abuse and neglect to the proper child protective services (or law enforcement agency), as necessary, and the Collaborator also agrees to inform PCS personnel immediately upon learning of any child abuse or neglect occurring at the facility.
-

Responsibilities of PCS:

Plattsmouth Community Schools shall provide the following:

- A) **Office Use:** This Section is intentionally omitted. No office space is available in conjunction with this Agreement.
 - B) **Telephone:** This Section is intentionally omitted. No telephone service is available in conjunction with this Agreement.
 - C) **Photocopying:** The Plattsmouth Community Schools shall provide no access to photocopy machines.
 - D) **Facilities:** The Center shall provide the Collaborator access to rooms necessary for the program.
-

A) Technology Coordination: All use of technology at the facility by the Collaborator shall be coordinated with PCS staff. PCS will provide all internet connection during the program.

D) Termination of Agreement: It is agreed this Agreement is for the period of 52 weeks, or ending on the date stated in "Term of Agreement" section above, whichever is to occur first. It is further agreed that this Agreement may be terminated upon sixty (60) days written notice by either PCS or the Collaborator.

E) Maintenance, Repairs and Utilities: It is agreed the PCS shall be responsible for all costs of repairs both structural and nonstructural unless intentional abuse of the property was done by a participant, employee or volunteer of the Collaborator. PCS will pay all utility costs. The Collaborator shall be responsible for repairs of appliances, fixtures, or personal property owned, leased or controlled by the Collaborator.

The Collaborator shall be responsible for cleaning the areas used by it, at the end of each use. (This includes removal of program garbage; sweeping and /or wiping up spills on floor area used by Collaborator; wiping down tables, counters and cupboards)

F) Negotiations: Should any unforeseeable problems arise, PCS and the Collaborator agree to reasonably discuss and negotiate the difference.

G) Insurance: It is the responsibility of the Collaborator to present to PCS the required "Certificate of Insurance" for \$5,000,000 Comprehensive General Liability insurance policy with a minimum of \$1,000,000 Combined Single Limit per occurrence naming the PCS as an additional insured before the program collaboration can begin.

<i>Name of Insurance Provider:</i>	
<i>Address:</i>	
<i>Policy Number:</i>	

H) General Liability: It is further understood that:

- The Collaborator and PCS are separate and distinct entities.
- Notwithstanding anything to the contrary in this MOU, during the activities contemplated and addressed in this MOU, the Collaborator including but not limited to its directors, staff, employees, volunteers, agents, contractors, and subcontractors are not under the care, custody, or control of PCS.
- Notwithstanding anything to the contrary in this MOU, during the activities contemplated and addressed in this MOU, PCS has no duty or responsibility to monitor or supervise program participants or any part of the PCS site of facility used by the Collaborator, its providers, programs and services including, but not limited to, any room, hallway, stairway, auditorium, gym, playground or other common area.

I) Health and Safety: It is agreed the Plattsburgh Community Schools will ensure that the facilities are kept up to the standards of the City of Plattsburgh. The Collaborator is responsible to clean up after its use and protect its program materials and equipment if stored. This area may be used by

other programs and therefore, cooperation and acceptance of this multipurpose use shall be accepted by the Collaborator.

J) Background Clearance: The Collaborator will ensure that its employees and volunteers on the premises of Plattsmouth Community Schools have cleared a background check for issues relating to abuses against minors and/or vulnerable adults. Even though the Collaborator organization ensures that background forms and checks have been filled out by staff and volunteers.

K) Signage: Any signage used in conjunction with the Collaborator's work at the facility will be approved and posted by PCS. Collaborator shall not cause any signage or advertisement to be displayed other than that which is approved and posted by PCS.

L) Allocation of Storage: This Section is intentionally omitted. Storage could be available in conjunction with this Agreement.

M) Prohibition Against Assignment: Neither this Collaboration Agreement or any duties or obligations hereunder shall be assignable or transferable to any other party beyond Collaborator.

N) Notices: For the purpose of notifying or contacting the other party to this Collaboration Agreement, a party shall mail such notice to the party to be notified by United States mail, certified return receipt requested. To be addressed as follows:

Dr. Richard E. Hasty, Superintendent	Akile Banister
Plattsmouth Community Schools	Banister Leadership Academy
1912 Old Hwy. 34, Plattsmouth, NE 68048	PO Box 4002, Omaha, NE, 68104
Phone: 402-296-3361	Phone: 402-571-4293
rhasty@pcsd.org	abanister@banisteracademy.org

Additional PCS Contact: (enter here)

PCS On-Site Order of Authority and Contacts

1. MS Custodial Supervisor Kasey Wipf, kwipf@pcd.org, 402-201-4913
2. MS Assistant Principal Claude Michel, cmichel@pcsd.org, 402-297-6583
3. MS Principal John Campin, jcampin@pcsd.org, 402-853-6909

Banister On-Site Order of Authority and Contacts

- 1.
 - 2.
 - 3.
-

O) Modifications: This Collaboration Agreement constitutes the entire agreement between the parties hereto, and it is acknowledged that no other promises or representation have been made, or are relied upon by either party entering into this Agreement. This Agreement shall not be amended or modified in any way except by a written memorandum signed by authorized representatives of the parties.

Authorize MOU Signatures

PCS and the Banister Leadership Academy hereby agree with the obligations and responsibilities as detailed within the MOU which are now considered an Agreement.

This agreement was approved by the PCS Board of Education on _____.

Date: _____

Date: _____

Dr. Richard E. Hasty
Superintendent
Plattsmouth Comm. Schools

Akile L. Baninster, M.S.O.M.
Founder and Chief Executive Officer
Banister Leadership Academy

First Student, Inc.
216 West 1st St
Wayne, NE 68787
402-375-2887

ADDENDUM TO THE PLATTSMOUTH COMMUNITY SCHOOLS

Rates for the 2022-2023 school year (7/1/22 to 6/30/23) will be as follows:

Regular Routes will be billed at \$35,490.30 monthly based on a 10-month payment cycle (6 routes at \$5,915.05 each) for a total annual cost of \$354,903.00.

Early Childhood w/wheelchair lift route will be billed at \$5,915.05 monthly based on a 10-month payment cycle (1 route) for a total annual cost of \$59,150.50.

Bus Para on Early Childhood route will be billed at \$1,149.43 monthly based on a 10-month payment cycle (for 1 route) for a total annual cost of \$11,494.30.

Two (2) Bus Paras on SPED routes will be billed at \$1,909.62 each for a period of 10 months, for a total annual cost of \$19,096.20 per para. The total costs for two bus paras is \$3819.24 for a period of 10 months for a total annual cost for two (2) bus paras on SPED routes of \$38,192.40.

Activities will be billed at \$2.44 per mile and \$17.24 per hour sitting time; with a minimum trip of \$60.31 (yellow bus).

SPED Bus will be billed at \$3.37 per mile and \$17.24 per hour sit time.

SPED Van will be billed at \$2.65 per mile and \$17.24 per hour sit time.

For trips that are cancelled, without a 24-hour notice, there is a \$49.85 canceled trip fee.

Deadhead miles for additional buses brought into the district for activities will be billed at \$1.65 per mile.

Rates based on **175** attendance days.

Payment is due within three (3) business days after each monthly board meeting. If received later than the 20th, a \$50.00 late fee will be charged to your next month's bill.

Plattsmouth Schools

First Student, Inc.

Superintendent

First Student

Witness

Witness

Date Signed

Date Signed

CLIENT SERVICES AGREEMENT

ProCare Therapy, a d/b/a of New Direction Solutions, LLC (“ProCare”) and
 Plattsmouth Community Schools _____ whose principal location is
 Plattsmouth, NE _____ (“Client”) enter into this non-exclusive
 Client Services Agreement (“Agreement”) for the purpose of referring and placing Consultants (“Consultants”) with
 Client. This Agreement shall govern the overall terms of the relationship, while a separate Client Assignment
 Confirmation for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services.

ProCare will use its commercially reasonable efforts to provide Consultants for assignment with Client. ProCare will be responsible for payment of each Consultant’s wages and applicable payroll taxes, deductions, and insurance, including worker’s compensation, general liability and professional liability coverage for the benefit of the Consultant s. If a Consultant is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.

2. Independent Contractor.

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of ProCare and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.

3. Telepractice Services.

ProCare, at Client’s specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D –VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision’s telepractice services.

4. Insurance.

ProCare will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employer’s Liability - \$1,000,000.

Excess Liability over General Liability and Employer’s Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability - \$1,000,000 per occurrence and \$3,000,000 aggregate.

Sexual Abuse and Molestation - \$1,000,000 per occurrence and \$3,000,000 aggregate

5. Competency and Licensing.

ProCare will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. ProCare will endeavor to present only Consultants who are qualified for Client’s open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate Consultant records that ProCare may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. ProCare will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant’s licensure and certifications as acceptable.

6. On-Site Responsibility.

Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the Consultant to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the Consultant's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

7. Employment of Consultants.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, placement, or termination or expiration of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

8. Equal Opportunity.

It is the policy of ProCare to provide equal opportunity to all Consultants for employment. ProCare and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

9. Timekeeping and Invoicing.

Client will ensure that Consultants accurately record the start and stop times for all hours worked, in accordance with the Client's policies utilizing the Client designated method which may include the submission of ProCare's timesheet. Timesheets are due weekly by 12:00 PM on the Monday following the end of Client's designated workweek.

ProCare will generate an invoice for Client based on timesheets submitted. Client must review the invoice and notify ProCare of any errors, including billed hours or improper rates, immediately and in writing. Invoicing errors not received within thirty (30) days of the date of invoice shall not be disputed and invoices will be due in full.

10. Payment Terms.

Client will be billed on a weekly basis for work performed during the previous week and pay ProCare based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify ProCare if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within fifteen (15) days of receipt of invoice.**

11. Default Charges.

Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, ProCare reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

12. Limitation of Liability.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

13. Administrative Responsibilities.

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify ProCare in writing within three (3) business days of alleged failure. Failure to notify ProCare before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant.

Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify ProCare of time sheet and work performed discrepancies.

14. Incident and Error Tracking.

Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare Consultants. ProCare will document reported incidents in Consultant's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

15. Reporting of Work-Related Injuries.

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to ProCare concurrently with Client for the purpose of reporting such event to ProCare's workers compensation carrier. If ProCare's Consultants are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's Consultant.

16. Termination of Contracted Assignment with Cause.

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that ProCare facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless ProCare has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to ProCare's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 14 of this agreement. ProCare shall have five (5) business days to refill the position in the event of termination with cause. Should ProCare identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultants assignment.

17. Termination of Contracted Assignment without Cause.

Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.

18. Guaranteed Minimum Hours.

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.

19. Paid Sick Leave.

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

20. Unscheduled Facility Closure Policy.

ProCare will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by ProCare. ProCare and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$200 per day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

21. Multiple Locations.

If client requires Consultant to travel to and perform services at more than one location, Client will compensate ProCare for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

22. Issue Resolution.

In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 800-825-7133. Please ask for your account representative's manager.

23. Indemnification.

Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

24. Confidentiality.

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement.** It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information.

Disclosures required by law including properly executed Freedom of Information Act requests and information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement shall be the only exceptions permitted under this Agreement.

Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its Consultants, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to Consultant information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

25. Family Education Rights and Privacy Act.

ProCare shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by ProCare and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

26. State Retirement System Notice.

Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any

such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify ProCare if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise ProCare of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to ProCare by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by ProCare. The Client and ProCare expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

27. Conflicts of Interest.

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

27. Notices.

All notices required to be given in writing will be sent to the names/addresses listed below.

ProCare Therapy

Contract Department
5550 Peachtree Parkway
Suite 500
Peachtree Corners, GA 30092
ContractDepartment@procaretherapy.com

To Client

Attention:
Address:

Email:

With a copy to:

General Counsel
ContractNotices@procaretherapy.com

With a copy to:

Attention:
Address:

Email:

28. Survival.

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

29. Governing Law.

This Agreement shall be governed by the laws of the state of Delaware.

30. Modification of Agreement.

This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

31. Entire Agreement.

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and



shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

Plattsmouth Community Schools

**NEW DIRECTION SOLUTIONS, LLC dba
PROCARE THERAPY**

Client Name

Client Representative Signature

Date

ProCare Representative Signature

Date

Plattsmouth Community Schools

Print Name

Print Name

Title

Title



CONTACT AND INFORMATION SUMMARY

CLIENT

School, District or Business Name: _____

Billing Address: _____

City, State, Zip: _____

Contact Name to Receive Invoice: _____

Invoice Email: _____

Invoice Email CC, if applicable: _____

Contact Phone: _____

In an effort to increase efficiency for our Clients, Procure Therapy will email service invoices. Should you wish to opt out of this process, please check here

Invoice Follow-up Contact: Name: _____

same as above Email: _____

Phone: _____

Payment Inquiry Contact: Name: _____

same as above Email: _____

Phone: _____

PROCARE THERAPY

Correspondence Address

Correspondence, Contracts, Contract Addendums, Notices, etc.

5550 Peachtree Parkway, Suite 500
Peachtree Corners, GA 30092
 Fax Number: **877-831-8511**

Remittance Address

Only payments should be sent to this address

PO Box 934411
Atlanta, GA 31193-4411

Account Representatives

Name: Rebecca Brown

Email: rebecca.brown@procaretherapy.com

Telephone: 770-325-0308

Billing Disputes, Purchase Orders, W-9 Requests

Email: billing@procaretherapy.com

Fax: 877-831-8511

ADDENDUM A Client Assignment Confirmation

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and New Direction Solutions, LLC dba ProCare Therapy. Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Alexxin Rector

School District Name (Client): Plattsmouth Community Schools

Start Date: 9/14/2022

End Date: 5/24/2023

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: SLP

Position Details: SLP

Bill Rate: \$73.25

Minimum Hours: 37.5

Overtime Rate: 1.5 times Bill Rate

Holiday Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Sunday

Miscellaneous:

- a) Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax-exempt entity.
- b) If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.
- c) Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or end of contract placement. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
- d) All hours are guaranteed if Consultant is quarantined at home due to contracting the COVID - 19 virus while on school site.
- e) Option of virtual services will be offered by ProCare in lieu of onsite services.
- f) All precautions will be taken by the Client to create a safe and healthy environment.

Plattsmouth Community Schools

Client Name

Client Representative Signature*

Date

Plattsmouth Community Schools

Print Name

Title

PROCARE THERAPY

DocuSigned by:

Rebecca Brown

8/15/2022

ProCare Therapy Representative Signature

Date

Rebecca Brown

Print Name

Division Director

Title

**Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless ProCare is notified of changes by Client within forty-eight (48) hours of client's receipt of this Client Assignment Confirmation.*

ADDENDUM A Client Assignment Confirmation

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and New Direction Solutions, LLC dba ProCare Therapy. Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Mary Finch

School District Name (Client): Plattsmouth Community Schools

Start Date: Sept. 2022 End Date: 5/24/2023

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: RN

Position Details: RN

Bill Rate: \$75 Minimum Hours: 37.5

Overtime Rate: 1.5 times Bill Rate Holiday Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Sunday

Miscellaneous:

- a) Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax-exempt entity.
- b) If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.
- c) Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or end of contract placement. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.
- d) All hours are guaranteed if Consultant is quarantined at home due to contracting the COVID - 19 virus while on school site.
- e) Option of virtual services will be offered by ProCare in lieu of onsite services.
- f) All precautions will be taken by the Client to create a safe and healthy environment.

Plattsmouth Community Schools

Client Name

Client Representative Signature*

Date

Plattsmouth Community Schools

Print Name

Supt./SpEd Director

Title

PROCARE THERAPY

DocuSigned by:

Rebecca Brown

9/9/2022

ProCare Therapy Representative Signature

Date

Rebecca Brown

Print Name

Division Director

Title

**Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless ProCare is notified of changes by Client within forty-eight (48) hours of client's receipt of this Client Assignment Confirmation.*

Community RelationsCommunity Use of School Facilities, Equipment, and Supplies

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy. The Plattsmouth Community School District reserves the right to make available only those facilities as deemed appropriate by the Board of Education.

Likewise, equipment and supplies are intended for the District's educational and extracurricular activity programs. District equipment and supplies will not be available for off-campus use by outside groups, or any individuals, unless otherwise approved by the Board or Education. For example, district tables, chairs, etc. will not be available for personal use at graduation receptions, wedding receptions, or other similar events.

1. Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

It shall be noted that the synthetic turf football/soccer/marching band field and baseball/softball field may be available on a limited basis to outside organizations. The high school principal and activities director, in consultation with the Superintendent, will determine the extent to which synthetic turf fields are made available to applicants from outside organizations.

The form shall be developed by the administration. The form shall include the statement that:

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2. Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

- a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
- b. Uses inconsistent with the mission of the District.
- c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
- d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.
- e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
- f. Uses that involves gambling or games of chance.
- g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
- h. Uses that involve the meetings of secret clubs not open to members of the public
- i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon. In order for indoor facilities to be used during times that a District employee is not scheduled to work in the identified building, an employee of the District or an active Board member must be present to supervise the activity or the organization applying for use must pay for the wages of a District employee to supervise the event.

Furthermore, if indoor facilities use includes a tournament where outside teams are invited to participate and/or an event for which the Applicant will charge an admission fee for participants or spectators, the applying organization must pay for the cost of a custodian to work during all hours of the competition that take place on Saturday, Sunday, and any other days when school is not in session and/or a custodian is not typically scheduled to work. A custodian would need to be on-site at all facilities being used. The elementary/middle school is considered one site, and the high school is considered an additional site. Thus, if both sites (elementary/middle school and high school) are used, two custodians are required).

For days when school is not in session and an admission fee is not being charged for participants or spectators, organizations using the indoor facility will need to complete all items on the Custodial Checklist and ensure that, as needed, trash is emptied, floors are swept, etc. Organizations that plan to use the facility, when school is not in session, will be required to submit

a \$100 custodial security deposit. If items on the Custodial Checklist are not completed, the organization risks forfeiture of the security deposit.

For use of the auditorium light and sound equipment, an audio and lighting technician is required. For use of the kitchen, a food service staff member is required, when equipment (i.e. dishwasher, oven, steamers, etc.) other than the serving line is used.

Leases of school facilities, including use of facilities by another school district, shall require approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

- a. Events or activities for sports that are currently in-season (according to the Nebraska School Activities Association).
- b. Events or activities for sports related to the building/facility being used, unless approved by the Activities Director. For example, if an organization involving middle school students wants to reserve the elementary gym and another organization involving elementary school students wants to reserve the elementary gym at the same time, the organization involving elementary school students would be given priority to use the elementary gym.
- c. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
- d. Tax-supported agencies such as educational entities or units of city, county or state government.
- e. Nonprofit community agencies such as private educational agencies.
- f. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

- a. Any of the reasons for non-acceptance of an application exist.
- b. The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.
- c. Circumstances make the use unsuitable. This includes but is not limited to:
 - i. The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.
 - ii. School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.
 - iii. The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. The Applicant, subject to approval of the Superintendent or the Superintendent's designee, may withdraw an accepted application. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburses the District for any expense the District has incurred.

3. Conditions of Use.

The conditions for use are as follows:

- a. Compliance. Applicant agrees to:
 - i. Comply with all local, state and federal laws, including health and fire codes.
 - ii. Comply with Board policies concerning non-discrimination and the use of school facilities.
 - iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.

- b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.
- c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:
- i. Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.
 - ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.
 - iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
 - iv. Possesses a firearm or a weapon.
 - v. Engages in disorderly, lewd, or lascivious conduct.
 - vi. Engages in any criminal behavior.

Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

- d. Condition of Premises. Applicant agrees to:
- i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
 - ii. Not use or allow any school equipment to be used without express approval of school administration.
 - iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.

- iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
 - v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.
 - vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
 - vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
 - viii. Not cause or allow others to cause damage to school facilities or equipment.
 - 1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.
 - 2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
 - 3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be reported by the close of the next business day.
 - ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean up shall be promptly completed. In the event the District provides the clean-up service, Applicant agrees to reimburse the District for the cost of such clean up.
 - x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.
- e. Financial Responsibility. Applicant agrees to:
- i. Procure, at it's own expense, a \$5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured or provide evidence of comparable insurance for each individual participant. This policy shall be written with a minimum of \$1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
 - ii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities, including waiver of subrogation in favor of the District.

***The insurance requirement is subject to waiver from \$5,000,000 Comprehensive General Liability to a minimum of \$1,000,000 Comprehensive General Liability by the PCS Board of**

Education in circumstances where the intended use presents very little potential for injury or damage and the requestor intends to use the facilities on a limited basis. In order to obtain a waiver, the requestor must complete form 1100C and submit it to the superintendent. The superintendent will work with Board of Education officers to place the waiver request on the Board agenda at the next regularly scheduled Board meeting if the request is submitted at least five (5) days prior to the Board of Education meeting. Regular Board meetings are typically scheduled for the second Monday of each month.

4. Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur annually.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

- a. Processing. Cost of processing the Application, postage, invoicing and coordination of the use.
- b. Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.
- c. Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use, monitoring of the facility during a tournament, and clean-up after the use.
- d. Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.
- e. Special Equipment. Cost of making special equipment available such as sound and lighting set-up; as ordinarily any permitted use of special equipment will require the presence of a member of the school's staff who is familiar with proper use of the equipment.
- f. Supervision/Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.
- g. Security. Cost of providing security services when deemed necessary for the activity or event.

The fee schedule shall be applied evenly to all Applicants, except out-of-District Applicants, with the following exceptions:

Option 1. Hourly Use Fees for Practice/Rehearsal may be waived, when the organization agrees to comply with the *District Conditions for Facilities Use Fee Waiver* (see form 1100B), as described below.

District Conditions for Facilities Use Fee Waiver

1. The organization agrees to implement the skill development and training program recommended by the District, in concert with the Head Coach/Sponsor of the same sport/activity.
2. The organization agrees to have all coaches/sponsors complete the District Volunteer Application Process, with the cost to be paid by the organization.
3. The organization agrees to ensure equitable participation of all registered youth, with the exception of an all-star/select team that is compiled from rosters of all registered youth.
4. The organization agrees to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. Information about obtaining 501(c)(3) status is available from the Internal Revenue Service
<http://www.irs.gov/charities/article/0%2C%2Cid=96109%2C00.html>.

Option 2. Hourly Use Fees for Practice/Rehearsal may be waived; when the organization receives approval from the Board of Education as a civic organization that is designed to support the District's mission of working in partnership to ensure civic engagement and the activity or event is designed to serve students of the District. Board approval must be obtained prior to facility use.

Option 3. If the youth organization believes it is not able to continue as a viable entity, even with the opportunities provided in Options 1 or 2, the District will consider taking on oversight of the youth organization.

5. Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

- a. Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.
- b. Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.
- c. All-Star competition that involves graduated seniors.

- d. Competitive meets and contests sponsored by non-school groups.
- e. Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

Date of Adoption: Jan. 9, 2006

Reviewed: Mar. 12, 2007, Mar. 10, 2008, Mar. 9, 2009

Revised: Feb. 8, 2010

Reviewed: Mar. 8, 2010, Mar. 14, 2011

Revised: Dec. 12, 2011, Jan. 14, 2013, Sep. 9, 2013, Nov. 11, 2013

Reviewed: Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021

Revised: Sept. 13, 2021

Revised: July 11, 2022



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson, Director of Instructional Services
Mrs. Amanda Wright, Special Education Administrator
Phone: (402) 296-3361 Fax: (402) 296-2667
www.pcsd.org

1100C Request for Waiver of \$5,000,000 Comprehensive General Liability Insurance to Require a Minimum of \$1,000,000 Comprehensive General Liability Insurance

I, _____, certify that I am the head of the _____ organization and the organization wishes to have the \$5,000,000 Comprehensive General Liability Insurance requirement waived with the understanding that our organization will provide a minimum of \$1,000,000 Comprehensive General Liability Insurance with PCS listed as an additional insured on the policy.

Initials

_____ **1. I agree that our organization will utilize facilities in a low-risk manner on a limited basis (list the proposed dates of usage: _____) for the following purpose(s):**

_____.

_____ **2. I agree to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. I understand that information about obtaining 501(c)(3) status is available from the Internal Revenue Service <https://www.irs.gov/charities-and-nonprofits>.**

I further agree that the request is being made of my own free will, based on the best interest of the organization, and I am not being unduly influenced by anyone from the District to meet the identified requirements. I understand that the fees for facilities use should be paid at the time of application. I will ensure all items are completed in a timely manner.

Name, Position

Signature

Date

Name, Position

Signature

Date

This request will be placed on the Board agenda at the next regularly scheduled Board meeting if the request is submitted to the superintendent at least five (5) days prior to the Board of Education meeting. Regular Board meetings are typically scheduled for the second Monday of each month.

***Attach to 1100A Application for Use of School Facilities**

Rev. Sep. 9, 2013, Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Reviewed: Feb. 8, 2021, Sept. 13, 2021, Feb. 14, 2022, July 11, 2022

2022 STATE EDUCATION CONFERENCE
NOVEMBER 16-18
CHI HEALTH CENTER - DOWNTOWN OMAHA

WORKING TOGETHER WINS

IGNITING TEAM SPIRIT



CO-SPONSORED BY THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS AND
THE NEBRASKA ASSOCIATION OF SCHOOL ADMINISTRATORS



REGISTRATION & RESERVATIONS

REGISTRATION FOR THE 2022 STATE EDUCATION CONFERENCE WILL OPEN TUESDAY, SEPTEMBER 13, 2022

To register, go to www.NASBOnline.org

Log in using your email and password, and click the 'Events' tab to register.



Registration fees for the conference are as follows:

REGISTER SEPTEMBER 13 THROUGH NOVEMBER 4	\$300	REGISTER NOVEMBER 5 THROUGH ON SITE	\$350
PRE-CONFERENCE REGISTRATION	\$75	BOARD MEMBER ELECTS	\$175
CANCELLATION FEE (PRIOR TO 11/5)	\$125	<i>(No refunds after the registration deadline)</i>	

HOTEL RESERVATIONS

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

To qualify for a room, you must first register for the Conference.

Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel reservation link. The code will not be activated until 10:00 AM CT, Tuesday, September 27, 2022

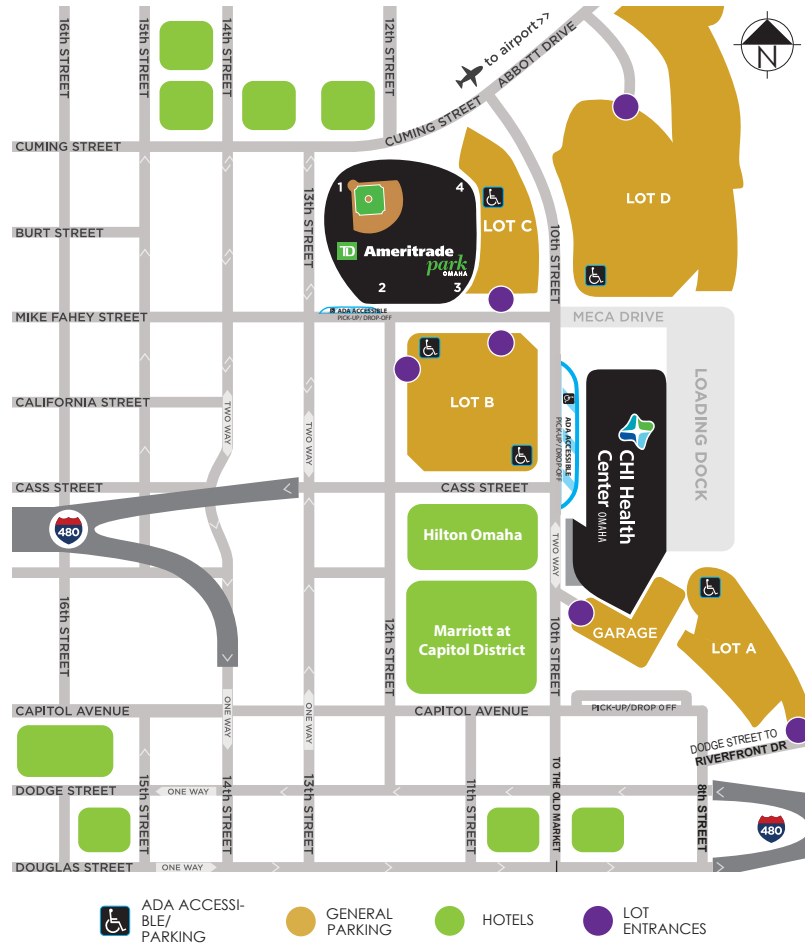
SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST TUESDAY, SEPTEMBER 27, 2022.

THE OMAHA CONVENTION & VISITORS BUREAU WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES.

Hilton Omaha - 1001 Cass Street
\$151 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 23, OR UNTIL FULL

Omaha Marriott Downtown - 222 North 10th Street
\$166 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL NOVEMBER 5, OR UNTIL FULL

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE



SCHEDULE AT A GLANCE / PRE-CONFERENCE SESSIONS

WEDNESDAY, NOVEMBER 16

PRE-CONFERENCE SESSIONS
1:00 TO 4:00 PM

EXHIBITOR RECEPTION
4:00 TO 5:30 PM

THURSDAY, NOVEMBER 17

BOARD MEMBER/MENTOR
COLLABORATION
7:15 TO 8:15 AM

OPENING KEYNOTE SPEAKER
8:30 TO 9:45 AM

A - BREAKOUT SESSIONS
10:00 TO 11:00 AM

B - BREAKOUT SESSIONS
11:30 AM TO 12:30 PM

THURSDAY LUNCHEON KEYNOTE
SPEAKER
12:45 TO 2:00 PM

C - BREAKOUT SESSIONS
2:15 TO 3:15 PM

D - BREAKOUT SESSIONS
3:30 TO 4:30 PM

FRIDAY, NOVEMBER 18

CLASSROOM SHOWCASE
7:30 TO 11:30 AM

NASB DELEGATE ASSEMBLY
8:00 TO 9:30 AM

NASA MEMBERSHIP MEETING
8:00 TO 9:30 AM

E - BREAKOUT SESSIONS
9:15 TO 10:15 AM

F - BREAKOUT SESSIONS
10:30 TO 11:30 AM

FRIDAY LUNCHEON KEYNOTE
SPEAKER
11:45 AM TO 1:15 PM

PRE-CONFERENCE SESSIONS WEDNESDAY, NOVEMBER 16 - 1:00 TO 4:00 PM

EDUCATOR SHORTAGE: TAKING CARE OF BUSINESS

"Now Hiring" is an all-too-common sign for schools. This pre-conference will expose three aspects of the quest to improve this situation. You will hear how Plainview Public Schools is placing focus on potential teachers (students) to ensure they are invited to pursue careers in the education field. Partners from UNL and AASPA will share Educator shortage trend data and strategies to alleviate the situation at the state and national level, including how educator preparation programs can be a proactive partner to school districts. The innovative program at Westside Public Schools to move classified staff to certified teachers through the para-to-teacher partnerships will round out this event.

PRESENTERS: Darron Arlt - Plainview Public Schools, Kelly Coash-Johnson - AASPA, Andrea Haynes & Mike Lucas - Westside Community Schools, Sara Skretta - UNL

A CIVIL DISCOURSE: BOARD, ADMINISTRATION, AND INDIVIDUAL RESPONSES IN TENSE SITUATIONS

Schools are drawing greater attention than ever before. That makes now a perfect time for a refresher on how to best respond to all that attention. This training on Civil Discourse will help you understand and strive for constructive conversations when things get heated. What's the best way to handle the meeting when 50 patrons show up for public comment? What exactly do you say when approached at the gas station by an unhappy staff member? When does disruptive behavior cross the line? Attorneys at Perry and KSB will lay out the law and use real-life examples to help board members and administrators learn how to turn these negative situations into opportunities for productive engagement.

PRESENTERS: Attorneys from KSB School Law and Perry Law Firm



SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE THURSDAY LUNCHEON

NASB DELEGATE ASSEMBLY - FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM

NASA MEMBERSHIP MEETING - FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM

SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

KEYNOTE SPEAKERS

GUIDING THROUGH THE STORM JEFF EVANS

THURSDAY MORNING OPENING SPEAKER - 8:30 TO 9:45 AM

Jeff's skills have been acquired not only on the highest peaks around the world, but also through guiding blind climber Erik Weihenmayer on extraordinarily challenging objectives including the summit of Mt Everest and a 2nd place finish on ABC's adventure series, Expedition Impossible. Jeff reminds us that, in fact, we are all guides in some capacity...professionally and personally. These experiences highlight the importance of adopting an expeditionary mindset necessary to succeed in our current VUCA (Volatile, Uncertain, Complex, and Ambiguous) world, which often involves the ability to evaluate and adjust the ever-changing route up the mountain, the tools in your pack and the trajectory of the team.



STATE OF THE ASSOCIATIONS ADDRESS NASB & NCSA LEADERSHIP

THURSDAY LUNCHEON SPEAKERS - 12:45 TO 2:00 PM



CREATING THE CHAMPION WITHIN MOLLY KENNEDY

FRIDAY LUNCHEON SPEAKER - 11:45 AM TO 1:15 PM

Her heart's work is to inspire you to paradigm shift your way to developing a resilient mindset that breeds confidence and success. Molly's message will empower you to get UNstuck from any challenge or transition life throws at you. You'll learn practical, user-friendly strategies applicable to every aspect of life. This message will stick to your ribs! She 'walks the walk' when it comes to resiliency, grit and perseverance. Molly grew up in a dysfunctional family with addiction, divorce, abuse, neglect, abandonment, suffered from an eating disorder, was suicidal and a runaway at 15 years old. Prepare yourself for a message of how to overcome obstacles, reach goals and create the best version of yourself!



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

BREAKOUT SESSIONS & TRACKS



BOARDSMANSHIP



CAREER & COLLEGE READINESS



COMMUNICATION



CURRICULUM



ESU



FACILITIES



FINANCE



LEGAL & POLICY



LEGISLATIVE & ADVOCACY



MANAGEMENT/ADMINISTRATION



NEW BOARD MEMBER



STUDENTS



TECHNOLOGY



WELLNESS

A

A - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 10:00 TO 11:00 AM



A1 NEW FACES IN THE LEGISLATURE

With the election complete, the 2023 Legislative session will usher in many new faces, all coming with their own ideas and priorities. What will this mean for K-12 Education? We will review those new faces and what it means to K-12 Education in the upcoming session. Learn about the ideas and priorities that will shape education policy moving forward.

PRESENTERS: Colby Coash - NASB; Mike Dulaney - NCSA



A2 WE EVALUATE TO RETAIN STAFF...HOW?

ESU 7 has developed a system of growth that includes a strong growth component for EVERY staff member from custodian to administration and the board. The process begins with recruiting new personnel moves through mentoring, evaluation, personalized professional development plans, and agency reflection. This session will provide you with a sampling of ESU 7's process using Charlotte Danielson's framework. You will be exposed to the tools ESU 7 uses, as well as the training, and the process involved for certificated, professional, classified and support staff.

PRESENTERS: Larianne Polk & Marci Ostmeyer - ESU 7



A3 IS THAT A COMPLAINT, GRIEVANCE, OR VENTING? UNDERSTANDING POLICY, LAW, AND PROCEDURES FOR RESPONDING

With so many grievance procedures, complaint procedures, due process procedures, chains of command, and all else schools must navigate, it's no wonder school attorneys have jobs. This session will sort through what's actually legally required versus what's best practice or practically useful. Our hope is you leave the session understanding the what, the when, the where, and the why, so you can do your job as a board member or administrator in deciding the "how" for your school.

PRESENTERS: KSB School Law



A4 TRANSPARENT STRATEGIC PLANNING IN WESTSIDE

Participants will learn how Westside Community Schools went about a year-long strategic planning process by doing a majority of the work with its own staff and talents. After organizing focus groups with more than 140 stakeholders, developing a one-page logic model, determining metrics to measure each of its goals, and developing a district scorecard for the community, the district launched its new initiative in the fall of 2021. Leaders from Westside will share a step-by-step process and artifacts that your district could use as a resource when working on your own strategic plan.

PRESENTERS: Mike Lucas, Mark Weichel & School Board Members - Westside Community Schools

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



A5 NIL FOR K-12

This session will discuss the growing trend in athletics regarding "name-image-likeness" and potential impacts in the high school setting.

PRESENTERS: Josh Schauer & Derek Aldridge - Perry Law Firm



A6 SENIOR SEMINAR

How many times have you heard, "If they only taught that in school!" Exeter-Milligan Public School has taken that to heart and created the Senior Seminar class. Topics within this required class include: Laundry/identification of stains/stain removal; sewing on buttons; comparison shopping; time management; simple car care and repairs; financial literacy; cover letters and resumes; leadership qualities. Guest speakers are also utilized to share concepts including purchasing a car, lease agreements, and insurance.

PRESENTERS: Paul Sheffield, Denice Kovanda, Jordan Marr & Mary Lou Vossler - Exeter-Milligan Public Schools



A7 THERAPY DOGS IN SCHOOL

The session will discuss the benefits of therapy dogs and Johnson-Brock's experiences with a dog in school. We will also discuss the process that the dog and owner must do in order to have a dog in the school.



PRESENTERS: Jeff Koehler & Ashton Bohling - Johnson Brock Public Schools



A8 INNOVATING AS A COMMUNITY FOR EARLY CHILDHOOD EDUCATION - GOTHENBURG

Gothenburg is working as a community to solve the early childhood education crisis. Their assessment, planning, and proposed solutions included their school district, community leaders, and private child care providers at every step. They are working toward innovative solutions that involve interlocal agreements with each of these parties, as well. First Five Nebraska will host a panel comprised of the Board President of the Gothenburg Early Childhood Learning Coalition, Superintendent of Gothenburg Public Schools, and a private child care provider to learn more about the work being done in their community.

PRESENTERS: Mike Feeken, Colten Venteicher, Allison Jonas & Casey Madsen - First Five Nebraska



A9 FIRST FIVE FANTASTIC MINUTES

The first five minutes of the day are the most important five minutes at Crete Intermediate! During this time, students spend just a moment filling out a Google form, choosing from a set of five emojis that illustrate how they are feeling that morning. The steps taken after the form is complete sets students up for success throughout the day. In this session, you will learn how the staff at Crete Intermediate intentionally plans to address the needs of their students both socially and emotionally.



PRESENTERS: Lisa Fye & Shannon Cole - Crete Public Schools



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

THURSDAY BREAKOUT SESSIONS

B

B - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 17 - 11:30 AM TO 12:30 PM



B1 NSAA, STRIVING TO MEET THE NEEDS OF OUR MEMBERSHIP

We will discuss the thoughts and wishes of our membership that we are receiving as we move forward into this new year. Determine how it may effect all members and utilizing feedback in developing plans for the future.

PRESENTER: Jay Bellar - NSAA



B2 FUTURE'S SO BRIGHT- YOU GOTTA WEAR SHADES

The UNPS Career Academy is a progressive and modern approach to secondary education. This beautiful new 36,000 square foot addition offers six distinct career pathways including Nursing, Construction, Automotive, Early Childhood, Culinary and Entrepreneurial. The academy will provide all students with a dynamic learning environment with access to quality individualized instruction and hands-on career experiences to prepare them for life opportunities after high school with the support and integration of the cultural community.

PRESENTERS: Ricardo Ariza, Brenda Murphy, Delberta Frazier, Kari Bappe & Jon Pickinpaugh - Umo ho Nation Public Schools



B3 DRAWINGS AND CONTRACTS AND FUNDING, OH MY! CONSTRUCTION ISSUES UNIQUE TO SCHOOL PROJECTS



Whether you are planning a new school building or just doing regular maintenance projects, your district likely has a project being planned or on the horizon. Many board members and administrators are surprised by unique legal requirements that make school construction projects very different than typical projects. We will highlight the important aspects of school construction projects so that you can develop a solid plan, including engaging a design professional, project delivery systems, construction contracts, bidding requirements, and more.

PRESENTERS: Steve Williams & Coady Pruett - KSB School Law



B4 INTRODUCTION TO THE ROLE AND RESPONSIBILITIES OF A SCHOOL BOARD MEMBER - FREQUENTLY ASKED QUESTIONS



Congratulations, you have been elected to the school board! You believe you know what the job responsibilities are, but there is a chance you don't know what you don't know! This session will focus on best practice related to the role and responsibilities of the board and superintendent, board meeting protocols, policy, evaluation, communication with stakeholders, district goals, and more.

PRESENTER: Marcia Herring - NASB



B5 FIRST AMENDMENT FOR BOARD MEMBERS

This session will analyze and illustrate how the First Amendment applies to public schools, with an emphasis on how board members need to be mindful of their constitutional obligations to students, staff, and the community.

PRESENTER: Jim Gessford & Justin Knight - Perry Law Firm



B6 YOUR DISTRICT AND YOUR ESU...WHAT'S IN IT FOR US?



So, how do you know what the ESU offers your district? How do you know what your school participates in? What if there are services you want, but are not currently offered? How often does the ESU collaborate with our district? Does every school district receive the same services we do? What's the role of the ESU? Come hear how ESU 7 is using district data to determine the services, customizing services to each district to meet their unique needs, documenting services delivered to district educators, and calculating the value added as a result of services provided.

PRESENTERS: Tami Clay, Larianne Polk & Marci Ostmeyer - ESU 7

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



B7 STRATEGIC COMMUNICATIONS AND ENGAGEMENT - FINDING AND SHARING YOUR MESSAGES, YOUR MISSION AND ACHIEVEMENTS DURING A TIME OF UNCERTAINTY

Hear how Grand Island Public Schools, a district of 10,000 students, engages stakeholders at every level, especially during times of uncertainty. GIPS includes student, staff, family and community engagement to build trust and foster positive relationships in support of students and school community. Hear the process of determining strategic communication priorities and pivoting when needed; a process that is led by board members and superintendent as well as a dynamic communications team. Leave this session with tools that you can use in districts of any size to foster community collaboration and empowerment.

PRESENTERS: Jennifer Worthington, Lisa Albers, Carlos Bárcenas, Tawana Grover & Mitchell Roush - Grand Island Public Schools



B8 EKCO PROJECT - EXPOSING KIDS TO CAREER OPPORTUNITIES

Students often struggle with the answer to the question, "What do I want to be when I grow up?" This project helps provide schools with creative ways to get students in grades K-12 exploring their career opportunities. There are several components to our program: equipment available through a check-out system (like a library book), commercial equipment that rotates on a quarterly basis, staff to help teachers and students utilize the equipment, curriculum strategies, assistance with existing equipment, grant writing and much more. Want to do more with careers? This may give you some ideas of where to begin.

PRESENTERS: Annette Weise & Matt Dworak - Tri County Public Schools



B9 ACCESS TO OVERALL WELL-BEING

ESU 2 Team ACCESS (All Children Celebrated Educated Safe & Successful) is a program to support students, families, and districts by expanding services and programs that aim to address overall well-being. Team ACCESS was created as a single entry point for our school districts to access our social support services. Our goal is to work together behind the scenes, to make it easier for schools to navigate our many social support programs. The presentation will review how ESU 2 Team ACCESS staff help coordinate services, provide educator training, and support through small group instruction or mental health counseling.

PRESENTERS: Taira Masek, Megan Reese, Johannah Boden-Tracy & Beth Kabes - ESU 2

ANN MACTIER - SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE THURSDAY LUNCHEON

THURSDAY, NOVEMBER 17 - 12:45 TO 2:00 PM

PREVIOUS WINNERS INCLUDE:

2021 - STEVE KOCH, HERSHEY

2020 - MARIAN HOLSTEIN, WINNEBAGO

2019 - VALERIE FISHER, PAPILLON-LA VISTA

2018 - KATHY DANEK, LINCOLN

2017 - BONNIE HINKLE, GRAND ISLAND

2016 - TERRI HAYNES, CHADRON

2015 - LINDA RICHARDS, RALSTON

2014 - BRAD KRIVOHLAVEK, NORFOLK

2013 - PATTY BENTZINGER, NORRIS

2012 - KATHY BARTEK, FALLS CITY

2011- JULIE AGARD, KEARNEY

2010 - KIM FASSE, ELKHORN

2009 - RON PEARSON, ESU #3

2008 - SANDRA JENSEN, OMAHA

2007 - JOHN HANSEN, BELLEVUE

2006 - FRED TAFOYA, PAPILLON-LA VISTA

2005 - WAYNE ERICKSON, WISNER-PILGER

2004 - ANN MACTIER, OMAHA



WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

THURSDAY BREAKOUT SESSIONS



C - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 2:15 TO 3:15 PM



C1 STUDENT VOICES

Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.



C2 ALTERNATIVE PROJECT FINANCING - FEMA GYM/STORM SHELTER

Central City Public Schools is currently building a gymnasium/Storm Shelter with \$4 million in Federal FEMA funds. Their story will be presented in this session.

PRESENTERS: Jeff Jensen - Central City Public Schools, Genesis Contracting, CMBA Architects



C3 THE ABC'S OF GENDER IDENTITY, SEXUAL ORIENTATION, & WHAT IT MEANS FOR YOUR SCHOOL

Let's have an honest, level-headed, and practical conversation about this topic. What's changed in the law, and what hasn't? What does that mean for school policies, facilities, and activities?

PRESENTERS: Bobby Truhe & Jordan Johnson - KSB School Law



C4 ACCOUNTABILITY IS NOT JUST FOR SUPERINTENDENTS, ARE YOU ASSESSING THE ACCOUNTABILITY OF THE BOARD?

The most important role of a school board is hiring and evaluating the superintendent. Equally important is the board self-assessment to ensure the leadership team is striving to develop and maintain a healthy and positive working relationship. This session will equip you with quality evaluation and board self-assessment tools, tips for administering the superintendent evaluation and board self-assessment, and you will hear from a board that has adopted protocols to support an effective process.

PRESENTERS: Marcia Herring & Katie Coble - NASB, Kathy Wolfe - Palmer Public Schools



C5 HANDLING PUBLIC COMMENT CONUNDRUMS

Public comment can be a valuable tool for gathering community input and gauging community sentiment if not misused. In this session attorneys will examine reasonable rules and regulations that boards might consider establishing through a series of real-world current examples of public comment conundrums board members are dealing with.

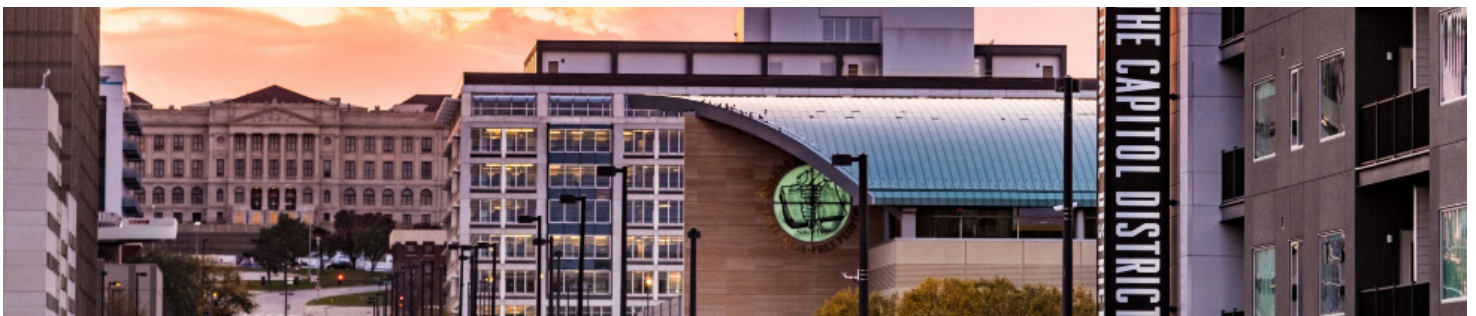
PRESENTER: Jim Gessford & Justin Knight - Perry Law Firm



C6 IMPACTFUL ENGAGEMENT: BRINGING THE BOE, DISTRICT, & COMMUNITY TOGETHER TO CREATE MEANINGFUL CHANGE.

Meaningful engagement from all stakeholders is highly desired but rarely achieved. The Crete Public Schools Board of Education, in partnership with their superintendent and community, has implemented a systematic process to engage all stakeholders in the change process. In this session, you will learn from the board secretary and superintendent how they have successfully gained and utilized the time, talents, and treasures of the community, staff, and students to design student-centered initiatives, including early childhood education and grading and reporting practices with buy-in from all stakeholders.

PRESENTERS: Josh McDowell & Julie Kozisek - Crete Public Schools



TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG

THURSDAY BREAKOUT SESSIONS



C7 THE NEBRASKA WAY...STORIES FROM EVERY CORNER OF THE STATE

Why do Nebraska schools rank high nationally? Why are Nebraska students sought after by employers everywhere? In this session we discuss the "Nebraska Way" while sharing incredible stories from our schools from all across Nebraska. Nebraska Council of School Administrators (NCSA) Ambassador Program advocates for public education and promotes all the great things happening in schools every day. In the past six years, we have gathered hundreds of stories that can be found on <https://www.nebraska-advantage.org/>. These stories are examples of the student first, Nebraska way.

PRESENTERS: Cinde Wendell, Keith Rohwer, Tyler Dahlgren & Kyle McGowan - NCSA



C8 INTENTIONAL CULTURE & CLIMATE THE OG WAY! OGALLALA PUBLIC SCHOOL'S UNIQUE APPROACH TO CREATING A CULTURE OF CONFIDENCE!

This session is all about the unique approach Ogallala Public Schools uses to create a true Culture of Confidence in their staff, students and community. Culture happens no matter if you want it to or not, so who is driving your culture? At Ogallala Public Schools, a new language was created that had everyone in on the "culture game". This session promises to make you think and reflect on your own district's culture and the direction you could head if it is not where you want it to be yet!

PRESENTER: Gene Russel - Ogallala Public Schools



C9 ESU BOARD MEMBER UPDATE

Attend this session to hear representatives of the ESUCC, NDE, and NASB review events of the past year and provide a preview to upcoming educational changes and programs of interest to ESUs across the state.



MODERATOR: Jim Luebbe - NASB

D

D - BREAKOUT SESSIONS THURSDAY, NOVEMBER 17 - 3:30 TO 4:30 PM



D1 FROM CRADLE TO CAREER

A small school's impact on developing the entire student from "Cradle to Career". Cedar Bluffs School removes barriers and creates opportunities for all students PK-12. Cradle to Career starts with an onsite daycare, free preschool and ends with free college classes and career opportunities. It offers free youth sports programs, free after school programs, community events and free transportation during the evening; giving students the opportunity to participate in extracurricular activities. Cedar Bluffs Public School was a Magna Award Winner for removing barriers, recognized in the Spring of 2022.

PRESENTERS: Harlan Ptomey, Kate Chrisman, Ben Hansen & Tina Headid - Cedar Bluffs Public Schools



D2 EHA HEALTH AND DENTAL PLAN UPDATES

Come learn more about the EHA Health and Dental plan. This will also be a time to ask questions and share ideas on what you would like to see from the plan.

PRESENTERS: Courtney Ray, Brett Young & Greg Long - EHA



D3 DUELING PIANOS, SCHOOL LAW STYLE

You've got the requests; they've got the keys. Jim and Karen will have some pre-planned topics to cover, and then they'll open it up for requests! From personnel issues to the First Amendment, anything goes. Bring your questions and requests, and Karen and Jim will keep it 100 (or at least PG-13).

PRESENTERS: Karen Haase - KSB School Law, Jim Gessford - Perry Law Firm

THURSDAY BREAKOUT SESSIONS



D4 THE POTENTIAL OF AFTERSCHOOL PROGRAMS

Discover how Cardinal Community Learning Centers (CCLC), the K-12 afterschool program for Crete Public Schools, excels in unlocking untapped potential of students and staff. We will discuss the following topics: student motivation, staff recruitment, community networks, brand recognition, public relations, stakeholder feedback, mechanisms for support and accountability, and nurturing the hidden talents of students and staff.

PRESENTER: Joel Bramhall - Crete Public Schools



D5 STUDENTS TODAY - RECENT STUDENT ISSUES FOR SCHOOLS

You will learn about expanded rights for transgender students, students' right to books in their libraries, First Amendment issues, and Furries! In this session we will guide you through these issues and more.

PRESENTERS: Greg Perry & Haleigh Carlson - Perry Law Firm



D6 WALL-TO-WALL CAREER ACADEMIES FROM THE PERSPECTIVE OF A NATIONAL MODEL HIGH SCHOOL

Plattsmouth High School Wall-to-Wall Career Academies began in 2016 after many years of visioning and planning by PHS students, staff, and stakeholders. Our academies are led by student academy core leaders (ACL), the business advisory committee with many community members, and our district and PHS staff. Come and learn about our journey to being a National Model High School and how wall-to-wall career academies differ from pocket academies. We are confident that you will take away many ideas for discussion about how career academies might benefit the students in your school district.

PRESENTER: Richard Hasty - Plattsmouth Community Schools



D7 "SO YOU WANTED TO FIND A SUPERINTENDENT?" WHY MORE PEOPLE DON'T WANT TO BE SCHOOL DISTRICT SUPERINTENDENTS AND WHAT CAN WE DO ABOUT IT.



The school district superintendent remains one of the most fundamentally important and influential leadership roles in Nebraska schools and communities. In recent years, the myriad stress-inducing demands of the vocation and a polarizing environment where everything seems to be controversy-laden have deterred many from pursuing the superintendency. This session will focus on small, actionable steps board members and superintendents can take to live better and lead more effectively, with tips on: handling conflict, managing the unavoidable priorities, maintaining focus trust (our most valuable commodity), and unplug by rethinking our relationship with technology & social media.

PRESENTERS: John Skretta - ESU 6, Joel Ruybalid - Blue Hill Community Schools



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FRIDAY BREAKOUT SESSIONS



CLASSROOM SHOWCASE
FRIDAY, NOVEMBER 18 - 7:30 TO 11:30 AM



NASB DELEGATE ASSEMBLY
FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM



NASA MEMBERSHIP MEETING
FRIDAY, NOVEMBER 18 - 8:00 TO 9:30 AM



E - BREAKOUT SESSIONS
FRIDAY, NOVEMBER 18 - 9:15 TO 10:15 AM



E1 THE PERFECT PAIR: MAINTAINING STRONG RELATIONSHIPS BETWEEN YOUR SCHOOL FOUNDATION AND DISTRICT

There is power in a strong district and foundation relationship. The key to that strength is establishing the relationship with the superintendent. Consistency in foundation relationships is key to keeping your foundation strong. This session will explore ways to codify practices, define responsibilities, and set long-term expectations for the foundation and district relationships.

PRESENTER: Jennifer Sibal - Nebraska Association of Public School Foundations

WORKING TOGETHER WINS - IGNITING TEAM SPIRIT

FRIDAY BREAKOUT SESSIONS



E2 CYBERSECURITY: TOP TIPS FOR BOARD MEMBERS & SCHOOL DISTRICTS

What you don't know can hurt you! Come to this session and learn basic, critical steps to protect yourself and your institutions from the dangers posed by phishers, hackers, and website attackers! The recent exponential leap in cyberattacks and ransomware attempts on schools combined with drastically increased expectations from insurers for education entities to even qualify for coverage has brought this issue to the forefront. Learn from a technology expert, who speaks in plain English, why it's critical to implement things like dual factor authentication, deploy offsite backups, and train ALL employees to be vigilant.

PRESENTERS: Jamen Hall & John Skretta - ESU 6



E3 HOT TOPICS IN SCHOOL LAW

Here we go again, on our own! Come back to this annual staple for the hottest topics and trickiest issues in school law.

PRESENTERS: Bobby Truhe & Steve Williams - KSB School Law



E4 USING EXPANDED LEARNING OPPORTUNITIES TO RE-ENGAGE YOUTH AND ACCELERATE LEARNING

Participants will learn about the impact high quality afterschool and summer learning programs have on youth participants. We will also share a new multi-year collaboration between Beyond School Bells and the Nebraska Department of Education to utilize ESSER III funding to initiate new and expand existing afterschool and summer programs that can serve as models for other districts across the state.

PRESENTER: Jeff Cole - Beyond School Bells



E5 OPEN MEETINGS AND PUBLIC RECORDS: WHAT THE ATTORNEY GENERAL HAS SAID

We will discuss some of the open meetings and public records complaints filed and how the Attorney General's office has addressed the issues and the complaints.

PRESENTERS: Derek Aldridge & Greg Perry - Perry Law Firm



E6 STEM COMMUNITY CONNECTIONS - ENSURE QUALITY AND ACCESS TO STEM EDUCATION IN BUILDING A VIBRANT COMMUNITY

We will highlight a unique model developed in partnership with the Omaha STEM Ecosystem and AIM Institute, and sponsored by Cox Business, to ensure equity and access in education for all students no matter their personal life experiences. It will also highlight how business/industry, education, non-profits, science centers and museums can be creative in developing a tool that facilitates career exploration and creating accessible STEM opportunities for all. The STEM Community Platform (SCP) will help ensure a talented, thriving and equitable workforce for generations to come. This very interactive session encourages questions and potential partnerships.

PRESENTERS: Mike Flesch, Neal Grandgenett, Julie Minton, Elizabeth Mulkerrin, Julie Sigmon & Tony Veland - Omaha STEM Ecosystem



E7 APPROACHING COMPLIANCE WITH AN OPEN MIND: RULE 10 TREND DATA

The Accreditation Section at the NDE is responsible for monitoring compliance with Rule 10: Regulations and Procedures for the Accreditation of Schools. Participants will understand Annual Assurance Statement reporting and how Accreditation collaborates with school administrators to correct unmet regulations. Time will also be spent discussing trend data from the past three years and specific regulations that allow for flexibility.

PRESENTERS: Micki Charf & Brad Dirksen - Nebraska Department of Education



E8 ESU BUILDING RELATIONSHIPS WITH MEMBER DISTRICT SCHOOL BOARDS

Designed specifically for ESU Board members, we will describe one Service Unit's efforts to build relationships with its member districts school board members. Topics will include visits to school board meetings, regional board member workshops and networking, and board StrengthFinder development work sessions.


PRESENTER: Drew Harris - ESU 9

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG


FRIDAY BREAKOUT SESSIONS

F


F - BREAKOUT SESSIONS FRIDAY, NOVEMBER 18 - 10:30 TO 11:30 AM

 **F1** A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION
Share your thoughts on statewide education policy with members of the State Board of Education. State Board members are particularly interested in what is currently affecting local school boards and districts, and the solutions you have to offer for these issues. Topics may include school accountability, accreditation, and approval; educator certification; and statewide assessment, among others. Attending this session is a great opportunity for you to have your voice heard among members of the State Board of Education.


PRESENTERS: Ryan Foor, Patsy Koch Johns & Robin Stevens - Nebraska Department of Education

 **F2** USING THE INTERLOCAL AGREEMENT ACT FOR BUILDING INFRASTRUCTURE
This session will focus on using the Interlocal Agreement Act to create a separate agency to help in a school's infrastructure/construction needs.


 **PRESENTERS: Jason Alexander - Beatrice Public Schools, Brandon Lavaley - Wahoo Public Schools, Brenda McNiff - ESU 5**

 **F3** PAIN IN THE APP, V. 8.0
Whether it's your first conference or you've attended the prior 7 renditions of this presentation, Karen Haase and Sara Hento will cover everything board members and administrators need to know about technology, social media, and how those things impact schools.


PRESENTERS: Karen Haase & Sara Hento - KSB School Law

 **F4** LEADING FOR EQUITY: PRIORITIZING AN EQUITABLE LEARNING ENVIRONMENT FOR STUDENTS
School boards identify priorities for supporting student success through their strategic plan. This session shares the collaboration between Ralston Public Schools and Educational Service Unit #3 and their journey to ensure an equitable learning environment for students. This includes the year-one steps taken to establish common language and understanding, create an effective Equity Dashboard, engage stakeholders in data to begin deepening conversations and change initiatives, and identify next steps in this collaborative process. This session highlights the importance of collectively slowing down, understanding the district's unique context and needs, and clarifying purpose and direction.

PRESENTERS: Scott Blum & Cecilia Wilkin - ESU 3

 **F5** NEGOTIATIONS FOR BOARD MEMBERS
We will discuss both the basics of negotiations and recent trends in negotiations across the State.

PRESENTER: Justin Knight & Josh Schauer - Perry Law Firm

 **F6** THE SCIENCE OF HOPE
In this interactive session, participants will learn to define "hope" and identify specific ways that schools can teach, nurture, and measure hope benefitting both students and school staff. Research shows that students with high levels of hope demonstrate significantly higher levels of achievement compared to peers with lower hope. They also have higher rates of admission to, as well as retention in college. Additionally, research clearly shows that hope has the power to mitigate the negative impacts of toxic stress. Session attendees will learn that hope is not a wish or a feeling, but indeed a proven teachable science.

PRESENTERS: Kraig Lofquist & Scott Butler - Educational Service Unit Coordinating Council



FRIDAY BREAKOUT SESSIONS



F7 ACCOUNTABILITY THROUGH PURPOSEFUL AND POSITIVE STAKEHOLDER ENGAGEMENT

The research is clear. Community and parent engagement fosters goodwill, brings in new partners and resources, and will positively impact support of students, expanded learning opportunities, and facility upkeep and expansion. Staff engagement builds rapport and improves student attendance and graduation rates. But how do you know what your staff, students, parents, and community are thinking, what they expect of the school district, and what they support? This session will address the importance of engaging stakeholders, what questions to ask, and how best to engage. You will also hear from a school district that recently engaged stakeholders in the discussion of long-term goals for the school district.

PRESENTERS: Marcia Herring, Kari Stephens & Caden Frank - NASB, Mark Lenihan & Jodi Pulfer - Wayne Community Schools

SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON FRIDAY, NOVEMBER 18 - 11:45 AM TO 1:15 PM PREVIOUS WINNERS INCLUDE:

2023 - MARK LENIHAN, WAYNE	2011 - MIKE CUNNING, HERSHEY	1999 - KENNETH ANDERSON, HASTINGS
2022 - TERRY HAACK, BENNINGTON	2010 - KEITH LUTZ, MILLARD	1998 - KEN BIRD, WESTSIDE
2021 - JIM SUTFIN, MILLARD	2009 - STEVE RECTOR, SOUTH SIOUX CITY	1997 - RICK BLACK, CONESTOGA
2020 - MARK ADLER, RALSTON	2008 - LARRY RAMAEKERS, AURORA	1996 - GARY HAMMACK, KEARNEY
2019 - MIKE TEAHON, GOTHENBURG	2007 - ROGER BREED, ELKHORN	1995 - MARTIN PETERSEN, ALLIANCE
2018 - JOHN SKRETTA, NORRIS	2006 - RICHARD EISENHAUER, LEXINGTON	1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
2017 - CAROLINE WINCHESTER, CHADRON	2005 - ROY BAKER, NORRIS	1993 - FRED BELLUM, COLUMBUS
2016 - JAY BELLAR, BATTLE CREEK	2004 - DAN ERNST, WAVERLY	1992 - GLENN LARSEN, ADAMS CENTRAL
2015 - BRIAN MAHER, KEARNEY	2003 - RANDY NELSON, NORFOLK	1991 - NORBERT SCHUERMAN, OMAHA
2014 - STEVE BAKER, ELKHORN	2002 - PHILIP SCHOO, LINCOLN	1990 - DOUG CHRISTENSEN, NORTH PLATTE
2013 - KEVIN RILEY, GRETNA	2001 - KEITH ROHWER, NEBRASKA CITY	1989 - DONALD STROH, MILLARD
2012 - BILL MOWINKEL, GRAND ISLAND NW	2000 - STEVE, JOEL, BEATRICE	

REGISTERING FOR THE CONFERENCE

REGISTRATION FOR THE 2022 STATE EDUCATION CONFERENCE WILL OPEN TUESDAY, SEPTEMBER 13, 2022

To register, go to the NASB website at www.NASBonline.org and log in using your email and password, and click the State Education Conference link.

AS YOU REGISTER, BE SURE TO MAKE PLANS TO ATTEND THE EXHIBITOR RECEPTION
FROM 4:00 TO 5:30 PM ON WEDNESDAY, NOVEMBER 16.

IF YOU HAVE SPECIAL DIETARY NEEDS DUE TO A MEDICAL CONDITION,
CONTACT ABI CARLSON AT 800-422-4572 TO ARRANGE ALTERNATIVE MENUS.

TO REGISTER FOR THE CONFERENCE VISIT WWW.NASBONLINE.ORG



1311 STOCKWELL STREET
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RETURN SERVICE REQUESTED

2022 STATE EDUCATION CONFERENCE
NOVEMBER 16-18
CHI HEALTH CENTER - DOWNTOWN OMAHA

A photograph of five young boys in blue baseball uniforms sitting on a metal bench, looking out over a baseball field through a chain-link fence. The scene is captured from behind them, emphasizing their shared experience.

WORKING
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THE NEBRASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

