August Regular Meeting
Monday, August 14, 2023 6:00 PM
Plattsmouth Administration Center

1. Call Meeting to Order - This regular meeting of the Plattsmouth Community Schools Board of Education is called to order on August 14, 2023 at 6:00 PM in the Plattsmouth Community Schools Administration Center Boardroom at 1912 Old Hwy. 34, Plattsmouth, NE.

2. Acknowledge Open Meetings Law posted on the wall in the boardroom.

3. Publication of Meeting - Notice of the meeting was published in the August 8, 2023 edition of The Daily Record 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.

4. Pledge of Allegiance

5. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters

    5.1. Motion to excuse absences

6. Consent Agenda

    6.1. Agenda

    6.2. Minutes

        6.2.1. Minutes of the July 10, 2023 Regular Meeting

    6.3. Treasurer's Report

    6.4. Review of the Control Budget

    6.5. Claim and transfers in the amount of $198,040.00
    Prepaids $5,496.14

    6.6. The administration recommends the hiring of Michele Quinn as the high school office manager.

    6.7. The administration recommends the hiring of Marcy Wilfong as an early childhood teacher with a special education endorsement.

7. 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. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.

8. Plattsmouth TeamMates Mentoring Program Report

9. High School Report

10. Operations Committee Report

11. Finance Committee Report

12. Committee on American Civics Report

13. Negotiations Committee Report

14. Head Start Report

15. Recess (approximately 5-10 minutes) at the discretion of the President

16. Celebrations of Excellence

    16.1. Four Family, Career, and Community Leaders of America (FCCLA) members attended & competed at the National Students Taking Action with Recognition (STAR) competition in Denver, Co in July.

    Wyatt Cook- Career Investigation-Gold Medalist -15th Place
    M. Todd- Culinary Arts- Silver Medalist- 54th Place
    Tucker Volwiler- Baking & Pastry- Bronze Medalist -35th Place
    Lauren Albers -Presented her STAR project on mental health at the FCCLA showcase!

    16.2. Plattsmouth Class B Senior Legion Baseball earned a State title at the tournament in Pierce, NE.

17. Administrative Reports

    17.1. Superintendent's Report

    17.2. High School Principal's Report

    17.3. Middle School Principal's Report

17.4. Elementary Principal's Report

17.5. Early Childhood/Head Start Report

17.6. Special Education Report

18. Action Items

18.1. Discuss, consider, and take all action to approve the final reading of 1100A Application for Use of School Facilities.

18.2. Discuss, consider, and take all action to approve the final reading of Policy 1105 Equal Access to School Facilities: Student Groups

18.3. Discuss, consider, and take all action to approve the final reading of Policy 4114 Longevity Incentive.

18.4. Discuss, consider, and take all action to approve the first reading of Policy 4150 Certificated Employee Evaluation and 4150A.

18.5. Discuss, consider, and take all action to approve the final reading of Policy 4171 Resignation of Certificated Employees.

18.6. Discuss, consider, and take all action to approve the final reading of Policy 5004 Full-Time and Part-Time Enrollment.

18.7. Discuss, consider, and take all action to approve the final reading of 5101 Student Discipline.

18.8. Discuss, consider, and take all action to approve the final reading of 5102 Alternative Education.

18.9. Discuss, consider, and take all action to approve the final reading of 5103 Extracurricular Activity Discipline.

18.10. Discuss, consider, and take all action to approve the final reading of 5195 Student Fees Policy Appendix.

18.11. Discuss, consider, and take all action to approve the second reading of 5205 Graduation.

18.12. Discuss, consider, and take all action to approve the final reading of 5602 Naloxone.

18.13. Discuss, consider, and take all action to approve the final reading of 6212 Assessments - Academic Content Standards.

18.14. Discuss, consider, and take all action to approve the final reading of 6215 Collection of Information Relating to Dyslexia.

18.15. Discuss, consider, and take all action to approve the final reading of 6285 Initiations and Hazing.

18.16. Discuss, consider, and take all action to approve the final reading of 6288 Artificial Intelligence.

18.17. Discuss, consider, and take all action to approve the final reading of 6600 Special Education.

18.18. Discuss, consider, and take all action to approve the final reading of 6700 Firearm.

18.19. Discuss, consider, and take all action to approve the final reading of 6922 Seizure Safe Schools.

18.20. Discuss, consider, and take all action to approve the final reading of 6930 Behavioral Points of Contact.

18.21. Discuss, consider, and take all action to approve the final reading of 8130 Annual Organizational Meeting.

18.22. Discuss, consider, and take all action to approve the 2023-2024 Student/Parent Handbooks and Staff Handbooks.

18.23. Discuss, consider, and take all action to approve the Head Start/ Early Head Start COLA and QI Supplemental Grant Application.

18.24. Discuss, consider, and take all action to approve the Head Start/ Early Head Start American Rescue Plan Revision.

18.25. Discuss, consider and take all action authorizing the superintendent to sell/dispose of band equipment and maintenance items.

18.26. Discuss, consider, and take all action to approve the revised 2023-2024 PCS District Calendar with changes in some parent-teacher conference dates.

18.27. Discuss, consider, and take all action to approve increasing the high school nurse's extended contract days from three (3) per year to (10) per year.

18.28. Discuss, consider, and take all action to approve Resolution 18.25 relative to the lease of Apple laptops for staff members.

18.29. Discuss, consider, and take all action to approve a trip request for PHS Wrestling to Council Bluffs, IA on Dec. 8 and 9, 2023.

18.30. Discuss, consider, and take all action to approve a trip request for PHS Boys and Girls Basketball to Council Bluffs, IA on Dec. 16, 2023.

18.31. Discuss, consider, and take all action to approve an electronic sign to be installed at Plattsmouth Elementary School, in concert with PCS maintenance, and the cost of the electronic sign to be paid by the Plattsmouth Elementary School Parent-Teacher Organization (PTO).

18.32. Discuss, consider, and take all action to approve the replacement of Reme-Halo bulbs in our air purifiers across the district with an estimated cost of $32,400 through Professional Heating and Air Conditioning.

18.33. Discuss, consider, and take all action to approve a Memorandum of Understanding (MOU) with the Banister Leadership Academy for 2023-2024.

18.34. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Fred V. Duda Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation.

18.35. Discuss, consider, and take all action to approve a request from the Plattsmouth Youth Volleyball and Basketball Request for Waiver of $5 Mil. Ins. to $1 Mil.

18.36. Discuss, consider, and take all action to approve a request from the Plattsmouth Junior Youth Association (PJYA) to use the PHS turf football field for youth football games.

18.37. Discuss, consider, and take all action to approve a request from the Plattsmouth Junior Youth Association (PJYA) to use the PHS turf football field for youth football practices as noted in their attached request.

18.38. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Lucile Wiles Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation.

18.39. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Robert Wiley Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation.

19. Announcements

19.1. Next meeting: Monday, September 11, 2023 6 PM Regular Meeting

20. ADJOURNMENT. Time_____

21. *Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.

22. *Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.

July Regular Meeting
Monday, July 10, 6:00 PM
Plattsmouth Administration Center
1912 Old Highway 34
Plattsmouth, NE 68048

Subject to approval
at the next regularly
scheduled Board Meeting

1. Call Meeting to Order - This regular meeting of the Plattsmouth Community Schools Board of Education is called to order on July 10, 2023 at 6:00 PM in the Plattsmouth Community Schools Administration Center Boardroom at 1912 Old Hwy. 34, Plattsmouth, NE.

The meeting was called to order at 6:00 PM.

2. Acknowledge Open Meetings Law posted on the wall in the boardroom.

3. Publication of Meeting - Notice of the meeting was published in the July 4, 2023 edition of The Daily Record 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.

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4. Pledge of Allegiance

5. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters

Glup and Shuey were absent. All other Board members were present.

5.1. Motion to excuse absences.

Motion to approve absences **passed 7-0** with a motion by Winters and a second by Muller.

6. Action item: Discuss, consider, and take all action to approve a high school volleyball trip to the KU Volleyball Camp in Lawrence, KS.

Motion passed 7-0 with a motion by Foster and a second by Winters.

7. Consent Agenda

Motion passed 7-0 with a motion by Muller and a second by Winters.

7.1. Agenda
7.2. Minutes
7.2.1. Minutes of the June 12, 2023 Regular Meeting
7.3. Treasurer's Report
7.4. Review of the Control Budget

7.5. Claim and transfers in the amount of $369,677.85
Prepaids $1,325.24

7.6. The administration recommends that high school office manager Jeannie Hardy be released from her contract effective July 28, 2023.

8. 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. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.

Britteny Landon, Diane Even, addressed the board relative to curriculum and book review.

9. Middle School Report
Principal Campin provided an update regarding the Middle School.

10. Operations Committee Report
Chair Winters provided an update regarding the recent committee meeting.

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11. Finance Committee Report
Siemonsma provided an update regarding the recent committee meeting.

12. Committee on American Civics Report
Muller provided an update regarding the recent committee meeting.

13. Negotiations Committee Report
Chair Tesarek-Parsons, nothing to report.

14. Head Start Report
Representative Siemonsma provided an update.

15. Recess (approximately 5-10 minutes) at the discretion of the President.

Harvey motioned to recess for 5 minutes.

16. Celebrations of Excellence

16.1. 2023 Trailblazer Academic All-Conference

Baseball - Clayton Mayfield, Gage Olsen, Seth Thompson, Gabe Villamonte

Soccer - Boys - Logan Ksiazek

Soccer - Girls - Sara Konkler, Sam McKnight, Jade Moran, Riley Pletka, Addie Shelton,

Ireland Todd, Ciara Whitley, Emily Zitek

Track - Boys - Caleb Adkins, Dylan Eby, Tim Hughes, Louis Ingram, Liam LaSure, Hunter Mazzulla, Carter Moss, Kevin Sohl

Track - Girls - Kayla Briggs, Natalie Briggs, Stella Campin, Jolie Dix, Amelia Field, Jayden Hamilton, Julianna Hamilton, Mila Wehrbein, Holly Wilson, Gertie Yoder, Ciara Wulff

16.2. 2023 Trailblazer All-Conference – Baseball

-1st Team - Drew Iverson (Honorary Captain), Gabe Villamonte
-2nd Team - Gage Olsen
-Honorable Mention - Eli Horner, Henry Loontjer, Clayton Mayfield

17. Administrative Reports
17.1. Superintendent's Report
17.2. High School Principal's Report
17.3. Middle School Principal's Report
17.4. Elementary Principal's Report
17.5. Early Childhood/Head Start Report
17.6. Special Education Report
17.7. Instructional Services Report

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18. Action Items

18.1. Discuss, consider, and take all action to approve the final reading of Policy 6300 Selection and Review of Instructional and Media Materials.

Motion by Cunningham-Swanson to amend the policy to remove the word instructional on form 6300B. Winters second the motion. **Motion passed 7-0.**

Motion by Muller and a second by Siemonsma to approve the original motion with changes. **Motion passed 6-1.** Tesarek-Parsons voted no.

18.2. Discuss, consider, and take all action to approve the first reading of Policy 1105 Equal Access to School Facilities: Student Groups.

Motion passed 7-0 with a motion by Winters and a second by Muller.

18.3. Discuss, consider, and take all action to approve the first reading of Policy 4114 Longevity Incentive.

Motion passed 7-0 with a motion by Siemonsma and a second by Winters.

18.4. Discuss, consider, and take all action to approve the first reading of Policy 4171 Resignation of Certificated Employees.

Motion passed 7-0 with a motion by Muller and a second by Foster.

18.5. Discuss, consider, and take all action to approve the first reading of Policy 5004 Full-Time and Part-Time Enrollment.

Motion passed 7-0 with a motion by Foster and a second by Harvey.

18.6. Discuss, consider, and take all action to approve the first reading of 5101 Student Discipline.

Motion passed 7-0 with a motion by Winters and a second by Muller.

18.7. Discuss, consider, and take all action to approve the first reading of 5102 Alternative Education.

Motion passed 7-0 with a motion by Muller and a second by Foster.

18.8. Discuss, consider, and take all action to approve the first reading of 5103 Extracurricular Activity Discipline.

DRAFT

Motion passed 7-0 with a motion by Foster and a second by Muller.

18.9. Discuss, consider, and take all action to approve the first reading of 5205 Graduation.

Motion passed 7-0 with a motion by Winters and a second by Muller.

18.10. Discuss, consider, and take all action to approve the first reading of 5602 Naloxone.

Motion passed 7-0 with a motion by Siemonsma and a second by Winters.

18.11. Discuss, consider, and take all action to approve the first reading of 6212 Assessments - Academic Content Standards.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.12. Discuss, consider, and take all action to approve the first reading of 6215 Collection of Information Relating to Dyslexia.

Motion passed 7-0 with a motion by Winters and a second by Muller.

18.13. Discuss, consider, and take all action to approve the first reading of 6285 Initiations and Hazing.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.14. Discuss, consider, and take all action to approve the first reading of 6288 Artificial Intelligence.

Motion passed 7-0 with a motion by Muller and a second by Winters.

18.15. Discuss, consider, and take all action to approve the first reading of 6600 Special Education.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.16. Discuss, consider, and take all action to approve the first reading of 6700 Firearm.

Motion passed 7-0 with a motion by Foster and a second by Muller.

18.17. Discuss, consider, and take all action to approve the first reading of 6922 Seizure Safe Schools.

Motion passed 7-0 with a motion by Muller and a second by Winters.

18.18. Discuss, consider, and take all action to approve the first reading of 6930 Behavioral Points of Contact.

DRAFT

Motion passed 7-0 with a motion by Foster and a second by Muller.

18.19. Discuss, consider, and take all action to approve the first reading of 8130 Annual Organizational Meeting.

Motion passed 7-0 with a motion by Foster and a second by Muller.

18.20. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of an HP ScanJet scanner.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.21. Discuss, consider, and take all action to approve a 2023-2024 contract with Meredith Adkins for speech-language services.

Motion passed 7-0 with a motion by Muller and a second by Foster.

18.22. Discuss, consider, and take all action to approve a 2023-2024 contract with Darien Myers-Krommenhoek for speech-language services.

Motion passed 7-0 with a motion by Muller and a second by Foster.

18.23. Discuss, consider, and take all action to approve a proposal from Window Film Depot to install window security film at an estimated cost of $32,725.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.24. Discuss, consider, and take all action to rescind a letter of commitment relative to the One World Community Health Centers application to the Health Resources and Services Administration for Health Center Program School-Based Service Expansion Funding Opportunity HRSA-23-097.

Motion passed 7-0 with a motion by Foster and a second by Winters.

18.25. Discuss, consider, and take all action to approve the purchase of 200 staff 13-inch Macbook Air laptops on a 4-year lease with three years of AppleCare at a total cost of $185,600.00.

Motion passed 7-0 with a motion by Winters and a second by Harvey.

18.26. Discuss, consider, and take all action to purchase 300 10.2-inch student iPads with 3 years of AppleCare for $129,885.00 with $124,975.00 to be reimbursed with Emergency Connectivity Funds (ECF).

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Motion passed 7-0 with a motion by Foster and a second by Winters.

19. Announcements

19.1. Next meeting: Monday, August 14, 2023 6 PM Regular Meeting

20. ADJOURNMENT.

Motion to adjourn at 7:25 PM. **Passed 7-0** with a motion by Foster and a second by Muller. Approve

21. *Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.

22. *Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.

_____

Chairperson

_____

Superintendent

CASS COUNTY SCHOOL DISTRICT #1
1912 OLD HIGHWAY 34
PLATTSMOUTH NE 68048-5676

Long-term investing: Four tips for staying on course

It can be difficult to stay the course during periods of market volatility and uncertainty. Follow these four tips to help stay on course: Review your portfolio regularly. Diversify your portfolio.* Avoid owning too much of a single investment. And finally, stay invested. Schedule time today with your financial advisor to discuss your long-term financial strategy. *Diversification does not guarantee a profit or protect against loss in declining markets.

The new retirement

Retirement may be a new chapter in your life, and it seems expectations for this phase of life are shifting. To better understand your hopes, dreams and concerns in retirement, Edward Jones partnered with Age Wave, a thought leader on aging and longevity, on a series of studies. Visit edwardjones.com/newretirement to learn more.

Portfolio Summary

Total Portfolio Value

$1,186,639.67

1 Month Ago	$1,189,626.92
1 Year Ago	$1,210,380.51
3 Years Ago	$1,224,935.14
5 Years Ago	$1,226,403.14

Overview of Accounts

Accounts	Account Holder	Account Number	Value 1 Year Ago	Current Value
Association Account Select	Cass County School District #1	693-12506-1-4	$43,097.06	$44,485.15
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	$1,167,283.44	$1,142,154.52
Total Accounts			**$1,210,380.51**	**$1,186,639.67**

Although account information is provided on this page, it does not guarantee an actual statement was produced. Refer to your account statement for the exact registration and more specific details regarding each account.

Important disclosures; such as Statement of Financial Condition, Conditions that Govern Your Account, Account Safety, Errors, Complaints, Withholding, Free Credit Balance, Fair Market Value or Terminology; relating to your account(s) are available on the last page of this package or at www.edwardjones.com/statementdisclosures.

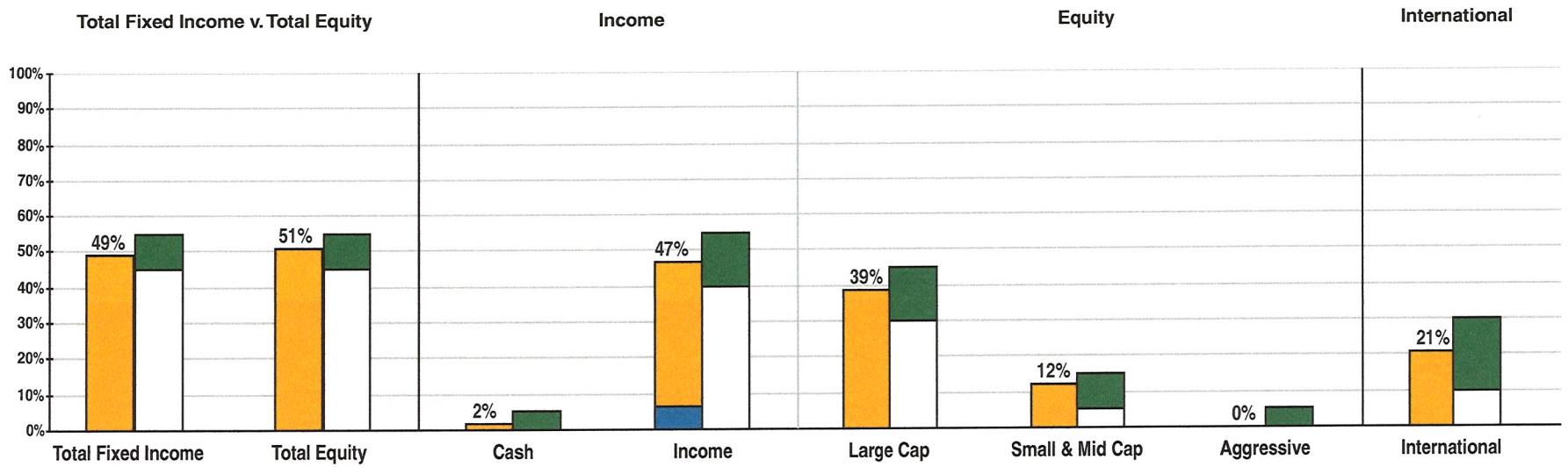
Diversification by Investment Category

Portfolio Objective: Balanced Growth & Income

Michael A Schuldt
Financial Advisor

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS

July 29, 2023



Investment Category	Value	Actual	Suggested Range	Recommended Target
Fixed Income				
Cash	$22,261	1.95%	0–5%	Middle
Income	$536,443	46.97%	40–55%	Middle
Total Fixed Income	$558,704	48.92%	45–55%	Middle
Equity				
Large Cap	$444,334	38.90%	30–45%	Middle
Small & Mid Cap	$139,119	12.18%	5–15%	Middle
Aggressive	$0	0.00%	0–5%	Middle
Total Equity	$583,453	51.08%	45–55%	Middle
Portfolio Total	**$1,142,157**			
International	$238,757	20.90%	10–30%	Middle
Aggressive Income (included in Income)	$69,376	6.07%	0–15%	Middle

The Suggested Range reflects the Edward Jones Investment Policy Committee's recommended weightings for each investment category based on your Portfolio Objective. To take advantage of timely market opportunities and risks, we also recommend specific Targets within those Suggested Ranges.

Cass County School District #1

Make the most of what you've built

Even if you have life insurance, additional coverage may help you leave more to those you love. Call today to learn more. (Edward Jones is a licensed insurance producer in all states and Washington, D.C., through Edward D. Jones & Co. L.P. and in CA, NM and MA through Edward Jones Insurance Agency of CA, LLC; Edward Jones Insurance Agency of NM, LLC; and Edward Jones Insurance Agency of MA, LLC. CA Insurance License OC24309).

Association - Advisory Solutions Fund Model

Portfolio Objective - Account: Balanced Growth and Income

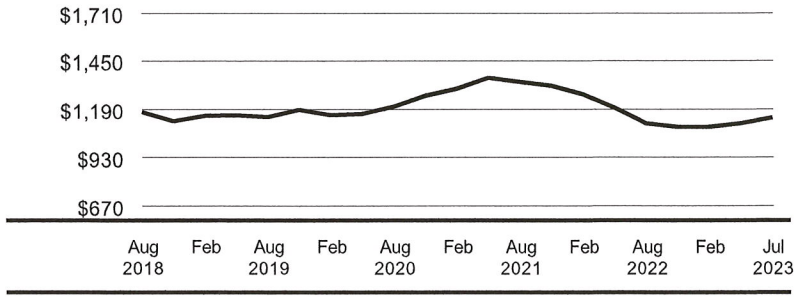
For more information about the Advisory Solutions program go to www.edwardjones.com/advisorybrochures.

Account Value

$1,142,154.52

1 Month Ago	$1,144,966.23
1 Year Ago	$1,167,283.44
3 Years Ago	$1,186,025.34
5 Years Ago	$1,190,962.94

Value of Your Account (in 000s)



Value Summary

	This Period	This Year
Beginning Value	$1,144,966.23	$1,070,460.96
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	-21,000.00	-21,000.00
Fees and Charges	-894.38	-6,220.12
Change In Value	19,082.67	98,913.68
Ending Value	**$1,142,154.52**	

For more information regarding the Value Summary section, please visit www.edwardjones.com/mystatementguide .

Rate of Return

Your Personal Rate of Return for Assets Held at Edward Jones	This Quarter	Year to Date	Last 12 Months	3 Years Annualized	5 Years Annualized
	1.60%	**8.67%**	**4.13%**	**3.49%**	**4.11%**
Performance Benchmarks					

Performance Summary

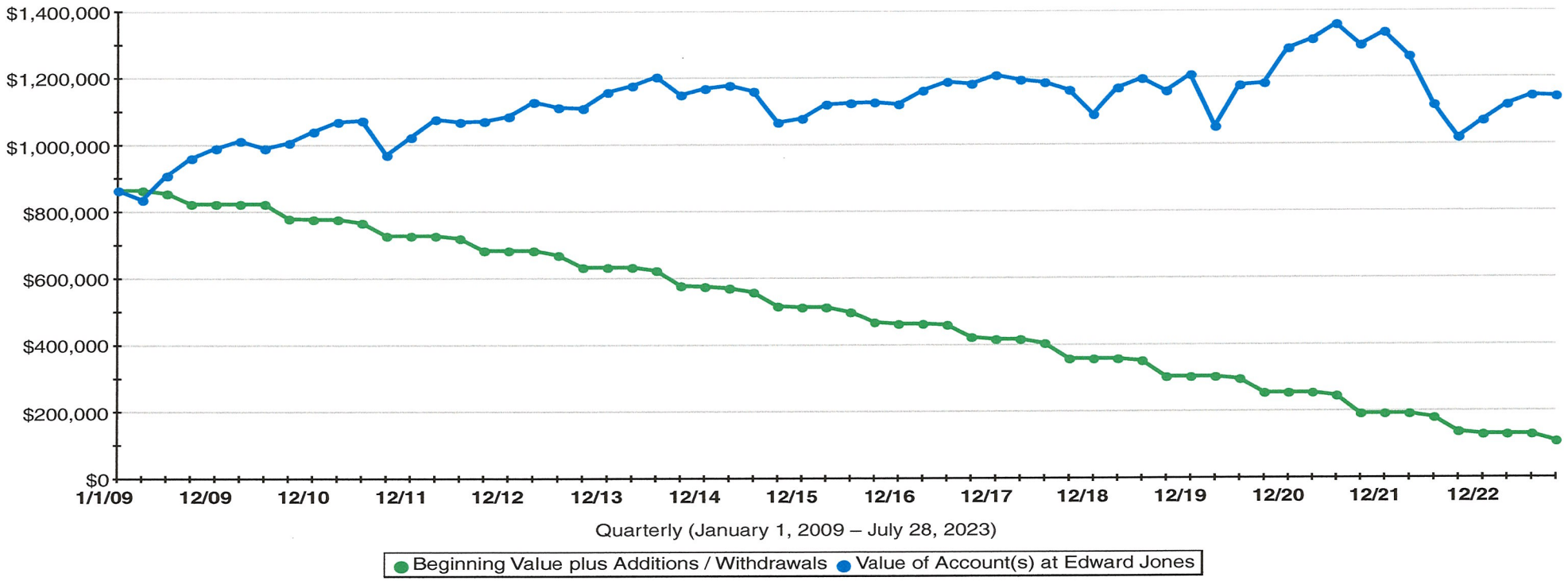
Portfolio Objective: Balanced Growth & Income

Michael A Schuldt
Financial Advisor

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS

July 29, 2023

This summary details the value of your account(s) at Edward Jones. It excludes information about assets held by a vendor outside of Edward Jones.

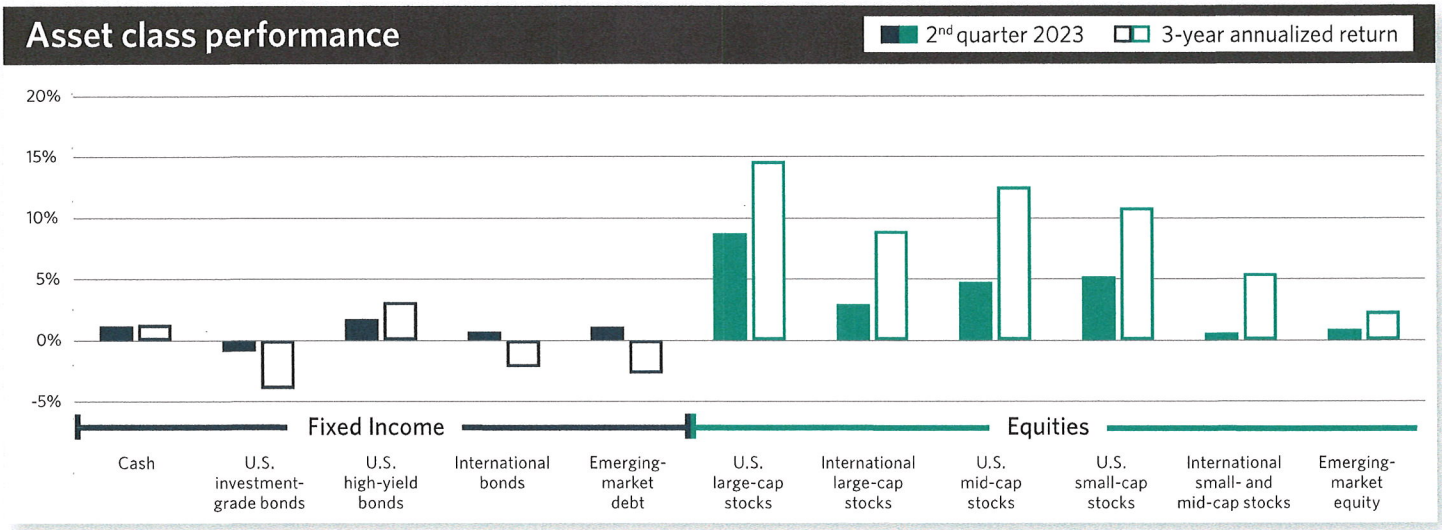


Value of Account(s) at Edward Jones	2020	2021	2022	2023	Since 01–Jan–2009
Beginning Value	$1,207,286.46	$1,286,910.79	$1,335,333.57	$1,070,466.76	$864,350.66
Amount Added / Withdrawn	($49,000.00)	($63,000.00)	($62,400.00)	($21,000.00)	($755,980.93)
Return in $	$128,624.33	$111,422.78	($202,466.81)	$92,687.75	$1,033,784.79
Ending Value	**$1,286,910.79**	**$1,335,333.57**	**$1,070,466.76**	**$1,142,154.52**	**$1,142,154.52**
					Annualized Return
Your Personal Rate of Return as of Jul 28, 2023	10.85%	8.86%	–15.48%	8.67%	7.36%

Please refer to "Putting Your Performance into Perspective" for Important Information.

Quarterly market outlook: **Third quarter 2023**

Asset class performance



Source: Morningstar Direct, 6/30/2023. Cash represented by the Bloomberg US Treasury Bellwethers 3-Month index. U.S. investment-grade bonds represented by the Bloomberg US Aggregate index. U.S. high-yield bonds represented by the Bloomberg US HY 2% Issuer cap index. International bonds represented by the Bloomberg Global Aggregate Ex USD hedged index. Emerging-market debt represented by the Bloomberg Emerging Market USD Aggregate Index. U.S. large-cap stocks represented by the S&P 500 Index. Developed international large-cap stocks represented by the MSCI EAFE index. U.S. mid-cap stocks represented by the Russell Mid-cap index. U.S. small-cap stocks represented by the Russell 2000 Index. International small- and mid-cap stocks represented by the MSCI EAFE SMID index. Emerging-market equity represented by the MSCI EM index.

Past performance does not guarantee future results. An index is unmanaged and is not meant to depict an actual investment.

Looking back at the 2nd quarter

Lower inflation and a possible end to the Federal Reserve's interest rate-hiking cycle led to strong equity market performance. Bond returns were more muted due to upward pressure on interest rates.

Fed pauses interest rate hikes — After a 25-basis point rate hike in May, the Fed opted to leave rates unchanged during their June meeting. This pause comes after more than a year of rate hikes, as the Fed raised rates from near 0% to over 5%. While we've seen meaningful progress on inflation, it remains above the Fed's long-term target of 2%. In June, the Fed indicated that additional interest rate hikes are possible before year-end. With that being said, longer-term Fed projections show the median projected fed funds rate to be 4.6% at the end of 2024, potentially signaling that an end to the tightening cycle is on the horizon.

Narrow leadership defines equity market performance — Each of our recommended equity asset classes ended Q2 in positive territory. U.S. large-cap stocks led equities, driven by strong performance from the information technology, consumer discretionary and communication services sectors. U.S. high-yield bonds led fixed-income performance in Q2, as investors became more willing to take on risk. Yields for the two-year and 10-year U.S. government bonds finished Q2 higher.

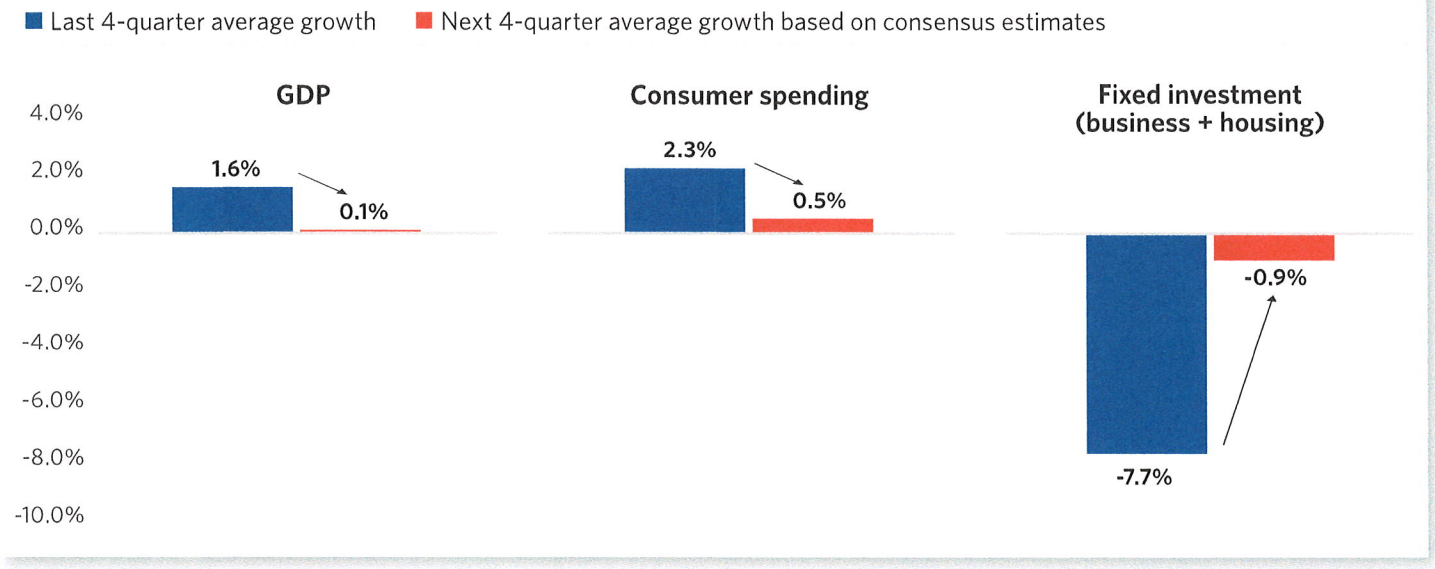
U.S. economy showing signs of a slowdown — The U.S. economy is showing signs of cooling in manufacturing new orders and recent trends in the labor market. We would emphasize that labor market conditions remain tight from a historical standpoint. Also, markets likely priced in some expectation for a potential economic slowdown in last year's pullback. That said, markets are likely to remain sensitive to economic trends as we move toward a broader rebound ahead, highlighting the importance of maintaining appropriate portfolio diversification.

▶ *Action for investors*

Market volatility is likely to pick back up as we approach the end of the Fed's tightening cycle. Work with your financial advisor to ensure your portfolio aligns with your long-term goals and rebalance as necessary.

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As consumer spending slows, fixed investment may stabilize



Source: Bloomberg, Edward Jones. Data as of 6/30/2023.

Economic outlook

Two of the biggest headwinds for markets in 2022 — inflation and Federal Reserve policy — have started to turn favorably, while the economy has held surprisingly strong. We think inflation will continue to moderate, but growth is likely to downshift as the impact of the bank's rate hikes filters through the economy.

Consumers have kept the economy out of recession — Halfway through the year, the U.S. economy has stayed remarkably resilient to the Fed's aggressive rate hikes. Housing activity has been under pressure, and the manufacturing sector is in contraction. Yet, consumer spending, which drives the economy, has benefited from three unique post-pandemic conditions to date: 1. accumulated savings over the past three years that consumers have been spending; 2. pent-up demand for services; and 3. a tight labor market, with job openings exceeding the number of unemployed.

A slowdown lies ahead, but buffers remain — The Fed aims to achieve some type of economic slowdown to bring inflation back to its 2% target. As time passes, we think the impact of higher interest rates will be felt, and growth could weaken, as some leading indicators suggest. With most of the pandemic savings exhausted and pent-up demand for services eventually satisfied, consumers will likely throttle back. However, the healthy starting point for the labor market should provide some cushion. And it is possible that just as consumption becomes less supportive, the slump in manufacturing and housing may start to reverse.

Inflation is moving in the right direction — While inflation remains high, a lot of progress has been made. Helped by lower energy prices, headline CPI dropped to 4% in May, less than half of what it was at its peak about a year ago. Core inflation remains high at 5.3%, but we expect further improvement as used car prices normalize and housing inflation cools.

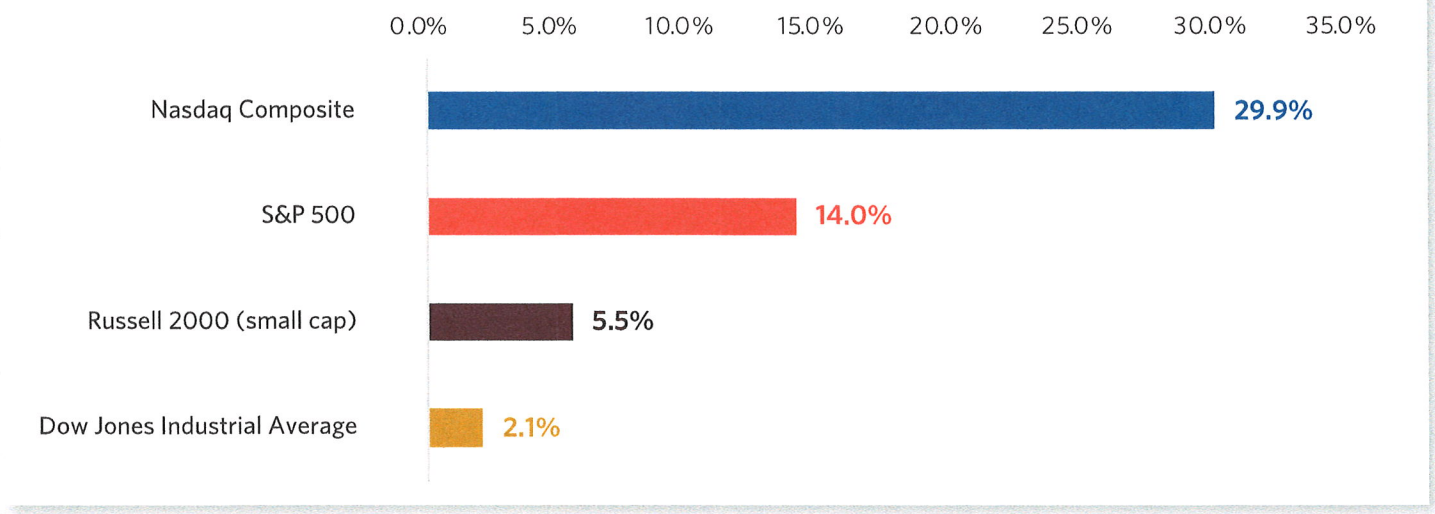
▶ *Action for investors*

Volatility may increase as an economic soft patch emerges. Stay close to a strategic, long-term allocation for the main asset classes that make up a well-diversified portfolio, including bonds, which offer historically attractive yields.

Before investing in bonds, you should understand the risks involved, including credit risk and market risk. Bond investments are also subject to interest rate risk such that when interest rates rise, the prices of bonds can decrease, and the investor can lose principal value if the investment is sold prior to maturity.

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Technology, AI drove stock market performance in the first half of 2023



Source: Bloomberg. 2023 stock market index performance as of 6/28/2023. Past performance is not a guarantee of future results.

Equity outlook

The U.S. equity market remained resilient through the first half of the year. The S&P 500 index is up about 14%, while the technology-heavy Nasdaq showed a nearly 30% rise so far this year. However, leadership in the stock market has been narrow, led largely by a few technology sectors and large-cap stocks.

Looking for broader leadership — Some cyclical sectors, including industrials and materials, started to perform well in Q2. However, we believe a sustainable broadening in leadership may occur when markets can look through an economic downturn and toward a recovery period ahead — perhaps in the back half of the year.

Some bouts of market volatility may emerge — After a nice move higher in the first half, markets may experience some bouts of volatility in Q3, particularly as investors take profits on gains in the technology space. In addition, we believe the economy may enter a mild downturn sometime in the second half of the year, which may also spark a pullback in markets. However, we don't anticipate a deep or prolonged recessionary environment. In our opinion, last year's bear market reflected some of the potential economic softness ahead. We see any potential market volatility as an opportunity for investors to position portfolios for a recovery period in the year ahead.

Positioning for a more sustainable rally — In terms of equity market positioning, we would expect better performance to emerge across sectors, particularly as investors look toward 2024. We believe next year could bring lower inflation, lower interest rates and better earnings trends. Market leaders could include small-cap stocks and cyclical sectors such as industrials, materials, consumer discretionary and international equities, alongside artificial intelligence (AI) and technology sectors.

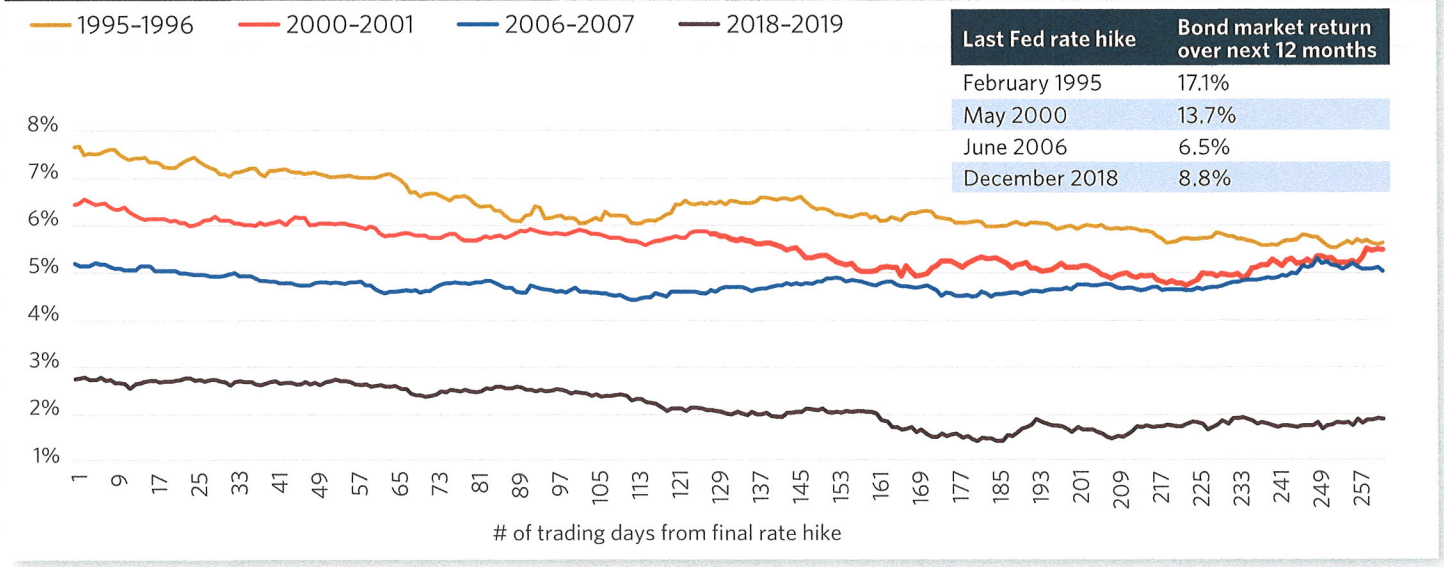
▶ *Action for investors*

We recommend remaining neutral in equities, staying close to your long-term strategic allocations. Use pullbacks to rebalance, diversify and add quality investments across cyclical and growth parts of the market.

Investing in equities involves risks. The value of your shares will fluctuate, and you may lose principal. Small-cap stocks tend to be more volatile than large company stocks. Portfolios that focus on a particular sector may react with more volatility to changes in market conditions than more diversified portfolios.

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10-year U.S. Treasury yield (%) one year from final Fed rate hike



Last Fed rate hike	Bond market return over next 12 months
February 1995	17.1%
May 2000	13.7%
June 2006	6.5%
December 2018	8.8%

Source: FactSet, Bloomberg. Bond market return measured by the total return of the Bloomberg U.S. Aggregate Bond Index. Past performance is not a guarantee of future results.

Fixed-income outlook

After more than a year of aggressive monetary policy tightening, the second half of 2023 should bring the end of the Federal Reserve's rate-hiking cycle. While this likely won't produce a quick retreat in yields, we believe the peak in long-term rates is behind us. This should create space for bonds to deliver reasonable returns, as well as help protect portfolios against bouts of stock market volatility.

The end of the rate-hiking cycle is nigh — When 2023 began, we expected the Fed to hike its policy rate to 5% and then shift to the sidelines. While the Fed has done just that, it appears one to two more quarter-point hikes are still possible, starting with July. We believe policy has already been sufficiently tightened to keep inflation on a downward path in the second half of the year. The recent, nascent rebound in the housing market could temper inflation's pace of moderation, but several underlying key signals for consumer prices tell us the Fed will keep its policy rate steady for much of the remainder of the year.

Longer-term rates will take cues from the economy — Longer-term interest rates are down slightly on the year, consistent with our view that benchmark 10-year Treasury yields would trend in the 3%–4% range this year. An economic slowdown, moderating inflation and the Fed's shift to the sidelines support that case. As the chart shows, over the past 30 years, in the 12 months following the last rate hike in a Fed tightening cycle, 10-year yields fell by an average of 1%.

Bonds bounce back? Bonds have resumed their more traditional role in helping to smooth portfolio fluctuation during market volatility.The average one-year return in bonds following the previous four final Fed rate hikes (1995, 2000, 2006 and 2018) was 11.5%. We don't think the Fed will cut rates this year, limiting a more aggressive recovery in bonds, but we do think fixed income offers compelling return potential.

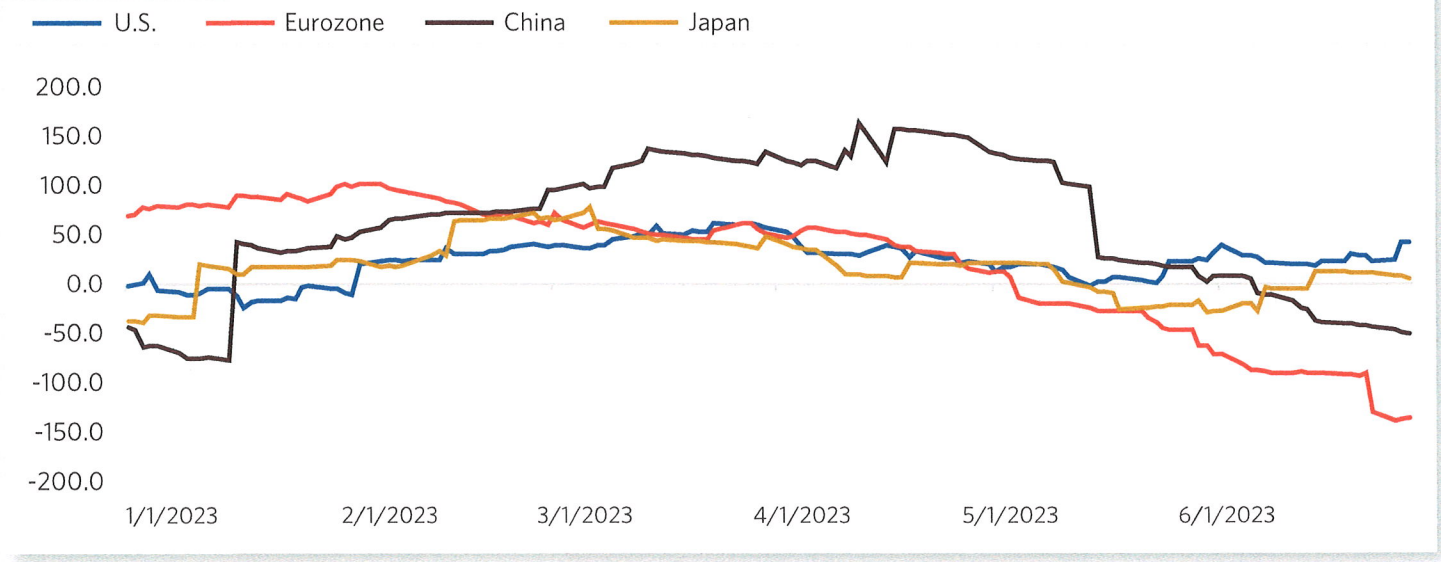
▶ *Action for investors*

With Fed rate hikes ending and an economic slowdown looming, consider adding duration (extend maturity) and enhancing credit quality within neutral fixed-income allocations. We'd caution against abandoning long-term portfolio positioning due to the allure of short-term cash yields.

Before investing in bonds, you should understand the risks involved, including credit risk and market risk. Bond investments are also subject to interest rate risk such that when interest rates rise, the prices of bonds can decrease, and the investor can lose principal value if the investment is sold prior to maturity.

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Economic data have surprised to the downside in Europe and China this year



Source: Bloomberg, Citi Economic Surprise Index.

International outlook

International equity markets had mixed performance in Q2. European and Chinese equities were largely lower, while Japanese stocks moved higher.

China's reopening falters — Perhaps one of the biggest headwinds for international equities has been the lackluster economic performance in China after its reopening from lockdowns earlier this year. Consumer spending, factory orders and exports indicate a slowing economy. This slowdown has impacted Asia and Europe in particular, both of which are close trading partners with China. The Chinese government has vowed to support the economy, and the Chinese central bank cut its benchmark rate in June. In our view, stimulus measures should gradually lead to stabilization in the Chinese economy in the quarters ahead.

Europe, U.K. battle elevated inflation — European economies continued to battle elevated inflation in Q2, as central banks in the euro area and U.K. raised interest rates to the highest levels in over 15 years. European economies have shown signs of slowing as well, and activity indicators such as PMIs have cooled. In our view, inflation trends in the European economies have lagged those in the U.S., particularly as energy and food prices remain elevated. As the Federal Reserve heads toward a potential pause in rates and European central banks continue to hike, we may see further cooling in the U.S. dollar, which could support European equities over time.

Japan shows signs of recovery — Japanese equities rebounded nicely in Q2, up an impressive 18%. This has been driven by better-than-expected earnings results in Japan and a weaker Japanese currency, which makes Japanese exports more favorably priced abroad. More government spending and regulatory reforms have also helped make Japan more competitive globally. While we may see some respite in the move higher in Japanese equities, we believe the trend over a longer term should continue to be more favorable for Japan.

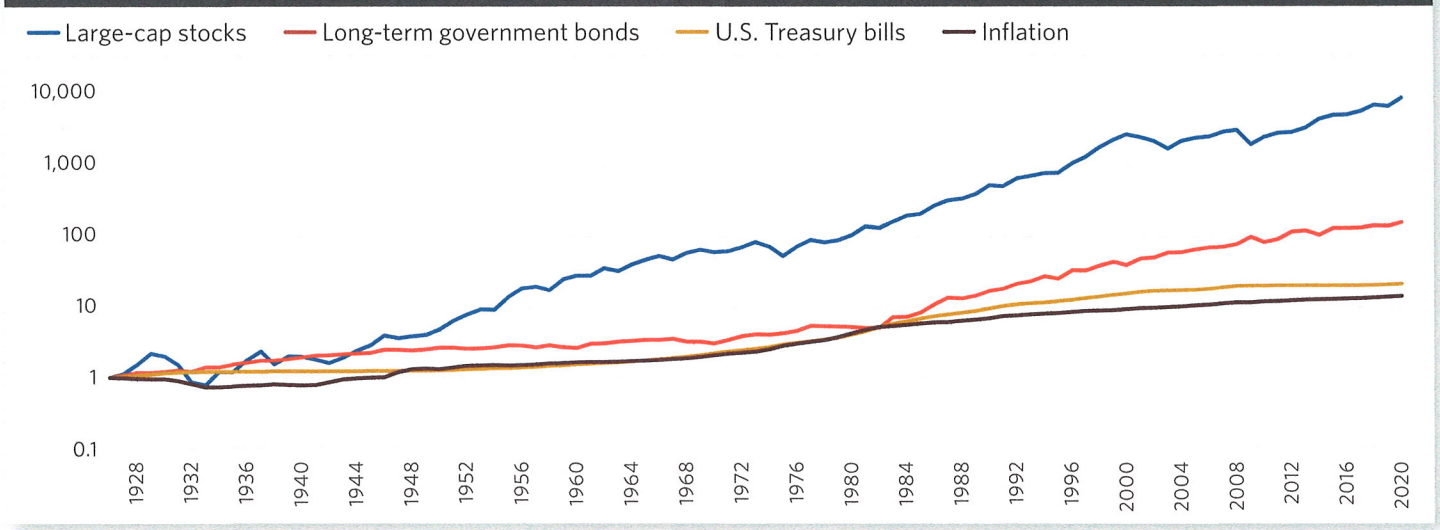
▶ *Action for investors*

We remain neutral on international developed and emerging-market stocks in the near term but see pockets of opportunity emerging. If Europe stabilizes and Japan continues to grow, there may be an opportunity to overweight international developed stocks.

Special risks are inherent to international investing, including those related to currency fluctuations and foreign political and economic events.

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Growth of a $1 investment — long-term investment returns



Source: Morningstar Direct, Edward Jones. Indexes: IA SBBI US Large Stock, IA SBBI US Small Stock, IA SBBI US LT Govt, IA SBBI US Inflation, IA SBBI US 30 Day TBill. Indexes are unmanaged, not available for direct investment, and are not meant to depict an actual investment. Returns do not incorporate the effects of costs, fees or taxes a client may experience when investing, which may lower performance results. Investing in equities involves risks. The value of your shares will fluctuate, and you may lose principal. Treasury bills and government bonds are guaranteed by the U.S. government and, if held to maturity, offer a fixed rate of return and fixed principal value. Past performance is not a guarantee of future results.

Cash is back, but is it truly risk-free?

The Federal Reserve's aggressive rate hikes to tame inflation have led to a sharp increase in borrowing costs to slow the economy. But this has also created a great environment to generate income. What are the risks and rewards of cash?

Yields on cash are historically attractive — After yielding close to zero for most of the past 15 years, rates on certificates of deposit (CDs) and other cash investments are the highest they've been since 2007. And the deeply inverted Treasury yield curve, with shorter-term yields higher than longer-term yields, is further boosting the allure of cash investments. At the end of June, the Fed funds rates was at 5.25% versus 3.75% for the 10-year Treasury yield.

But beware of reinvestment risk — While investors can generate good returns on cash, allocating an outsized portion of a portfolio in short-term fixed income comes with trade-offs. A key risk is that the current high rates might not last. When a CD or a short-term bond matures, investors might have to reinvest the returned principal at a lower rate. Even though the Fed is unlikely to cut rates in the near term, it could start pivoting to a less restrictive policy in early 2024 and further in 2025.

Keep your expectations realistic — Higher reward usually comes with higher risk, and while there are no guarantees, we expect this relationship to hold. Over the long term, we expect equities to outperform bonds, and bonds to outperform cash, with the latter being a drag on investment performance most of the time. For perspective, since 1928, cash (as represented by U.S. Treasury bills) has outperformed both stocks and bonds over the course of a calendar year only 12 times (just 13%).* Cash was positive while both stocks and bonds were negative only three times: 1931, 1969 and 2022. If you're holding cash for long-term goals such as retirement or education, a potentially bigger risk than a temporary market pullback is not focusing on the growth necessary to achieve those goals.

▶ *Action for investors*

We recommend investors allocate 0%–5% of their overall investment portfolio in cash. Consider complementing short-term bonds with longer-duration fixed income. These bonds not only offer the opportunity for historically high yields for a longer period, but also may appreciate if yields start to move lower as economic growth softens and the Fed starts cutting rates.

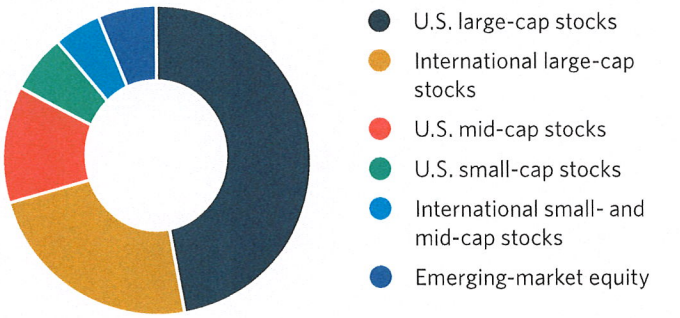
*Source: Morningstar Direct, Edward Jones.

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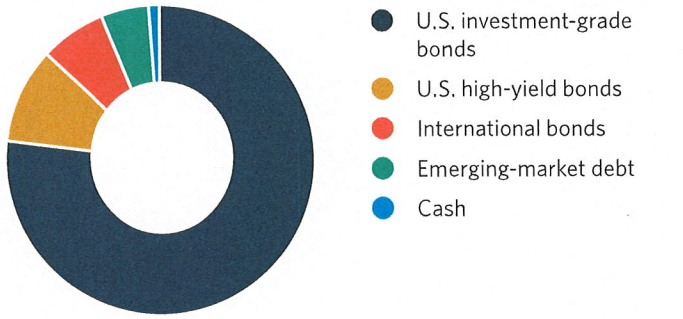
Strategic asset allocation guidance

Our **strategic asset allocation** represents our view of balanced diversification for the fixed-income and equity portions of a well-diversified portfolio, based on our outlook for the economy and markets over the next 30 years. The exact weightings (neutral weights) to each asset class depend on the broad allocation to equity and fixed-income investments that most closely aligns with your comfort with risk and financial goals.

Equity diversification



Fixed-income diversification



Opportunistic asset allocation guidance

Our **opportunistic asset allocation** represents our timely investment advice based on current market conditions and our outlook over the next one to three years. We believe incorporating this guidance into your portfolio may enhance your potential for greater returns without taking on unintentional risk.

	Underweight	Neutral	Overweight
Equity	•	●	•
U.S. large-cap stocks	•	●	•
International large-cap stocks	•	●	•
U.S. mid-cap stocks	•	●	•
U.S. small-cap stocks	•	●	•
International small- and mid-cap stocks	•	●	•
Emerging-market equity	•	●	•
Fixed income	•	●	•
U.S. investment-grade bonds	•	●	•
U.S. high-yield bonds	•	●	•
International bonds	•	●	•
Emerging-market debt	•	●	•
Cash	•	●	•

Diversification does not ensure a profit or protect against loss in a declining market.

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Client Services: 800-662-2739

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This statement shows only transactions that occurred on your brokerage account during the past month. A comprehensive statement, which includes detail pages for each fund, will continue to be mailed following the close of each quarter.

Assets listed in this statement are held by Vanguard Brokerage Services® (VBS), a division of Vanguard Marketing Corporation (VMC), member FINRA and SIPC. Summary data are provided solely as a service and are for informational purposes only.

Vanguard

Client Services: 800-662-2739

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Statement overview

$976,525.52

Total value of all accounts as of July 31, 2023

Accounts	Value on 06/30/2023	Value on 07/31/2023
Plattsmouth Community School		
Organization brokerage account	**$916,637.82**	**$976,525.52**

Asset mix



		Value on 07/31/2023
87.5%	Stocks	$854,803.70
0.0%	Bonds	0.00
12.5%	Short-term reserves	121,721.82
0.0%	Other	0.00
		$976,525.52

Your percentages are based on your holdings as of the prior month-end. Recalculated values are included. See Disclosures for more information.

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Organization brokerage account—81306980

Plattsmouth Community School

Client Services: 800-662-2739

Account overview

$976,525.52

Total account value as of July 31, 2023

Year-to-date income

Taxable income	$18,179.28
Nontaxable income	0.00
Total	**$18,179.28**

Balances and holdings for Vanguard Brokerage Account—81306980

Your securities are held in your cash account, unless otherwise noted. This section only shows securities that were held in the account at the end of the time period indicated.

Sweep program

	Name	Quantity	Price on 07/31/2023	Balance on 06/30/2023	Balance on 07/31/2023
	VANGUARD FEDERAL MONEY MARKET FUND 7-day SEC Yield: 5.19%	121,721.8200	$1.00	$121,198.36	$121,721.82
	Total Sweep Balance			**$121,198.36**	**$121,721.82**

ETFs

Symbol	Name	Total cost	Quantity	Price on 07/31/2023	Balance on 06/30/2023	Balance on 07/31/2023
AMLP	ALPS ALERIAN MLP ETF NEW Est. annual income: $10,215.18; Est. yield: 7.48%	$109,078.52	3,274.0964	$41.7200	$128,377.31	$136,595.30

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Balances and holdings for Vanguard Brokerage Account—81306980 continued

ETFs continued

Symbol	Name	Total cost	Quantity	Price on 07/31/2023	Balance on 06/30/2023	Balance on 07/31/2023
SDY	SPDR SERIES TRUST S&P DIVIDEND ETF Est. annual income: $2,676.61; Est. yield: 2.51%	83,337.56	839.5910	126.8400	102,917.06	106,493.72
	Total Est. annual income: $12,891.79; Est. yield: 5.30%				**$231,294.37**	**$243,089.02**

Stocks

Symbol	Name	Total cost	Quantity	Price on 07/31/2023	Balance on 06/30/2023	Balance on 07/31/2023
ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012 Est. annual income: $1,573.14; Est. yield: 1.07%	$45,267.09	204.4690	$716.4100	$148,188.90	$146,483.63
BX	BLACKSTONE INC Est. annual income: $13,836.55; Est. yield: 3.26%	205,055.87	4,045.7760	104.7900	376,135.79	423,956.86
RHP	RYMAN HOSPITALITY PPTYS INC Est. annual income: $909.60; Est. yield: 2.20%	33,839.67	433.1430	95.2900	39,820.40	41,274.19
	Total Est. annual income: $16,319.29; Est. yield: 2.67%				**$564,145.09**	**$611,714.68**

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Organization brokerage account—81306980

Plattsmouth Community School

Client Services: 800-662-2739

Account activity for Vanguard Brokerage Account —81306980

This section shows transactions that have settled by July 31, 2023.

Income summary

	Dividends	Interest	Tax-exempt interest	Short-term capital gains	Long-term capital gains	Other income
July	$952.01	$0.00	$0.00	$0.00	$0.00	$0.00
Year-to-date	18,179.28	0.00	0.00	0.00	0.00	0.00

Completed transactions

Settlement date	Trade date	Symbol	Name	Transaction type	Account type	Quantity	Price	Commissions & fees	Amount
07/17	07/17	RHP	RYMAN HOSPITALITY PPTYS INC	Dividend	-	-	-	-	$428.55
07/17	07/17	RHP	RYMAN HOSPITALITY PPTYS INC	Reinvestment	Cash	4.5980	$93.1960	-	-428.55
07/31	07/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Dividend	-	-	-	-	523.46
07/31	07/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Reinvestment	-	-	-	-	-523.46

If you had an adjustment to a dividend or interest payment from a previous month, the monthly amount shown under the Income Summary section of your brokerage statement may be overstated.

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Account activity for Vanguard Brokerage Account —81306980 continued

Pending distributions

Cash dividends, interest, and distributions

Record date	Payable date	Symbol	Name	Transaction type	Quantity	Price	Amount
07/31	08/07	BX	BLACKSTONE INC	Dividend	4,045.7760	$0.7900	$3,196.16
							$3,196.16

The information in "Pending distributions" has been obtained from sources we believe to be reliable. All items are subject to receipt. We make no representation as to accuracy or completeness.

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Disclosures

Cost basis information

Vanguard is required to report cost basis information to the IRS for sales of covered securities in taxable (nonretirement) accounts. Covered securities are generally stock or mutual funds acquired on or after January 1, 2011 and 2012, respectively. Unless you select another method, we'll use the "first in, first out" (FIFO) accounting method for sales of stocks and exchange-traded funds (ETFs) and the "average cost" method for sales of mutual funds. For more cost basis information go to investor.vanguard.com/taxes/cost-basis

Gain or loss. The gain or loss realized by the sale or redemption, calculated by subtracting the cost from the proceeds. Gains and losses are generally short-term if the security was held a year or less, and long-term if held more than a year.

For our brokerage clients

Your brokerage cash and/or securities are held in custody by Vanguard Brokerage Services, a division of Vanguard Marketing Corporation, member FINRA and SIPC. Vanguard funds not held through your Vanguard Brokerage Services (VBS) account are held by The Vanguard Group, Inc., and are not protected by SIPC.

I. General information and key terms

Advice. Vanguard Brokerage Services doesn't provide tax, investment, or legal advisory services, and no one associated with Vanguard Brokerage Services is authorized to render such advice.

Direct Participation Program (DPP) and Real Estate Investment Trust (REIT). DPP and REIT securities are generally illiquid. The value of the security will be different than its purchase price. Any estimated value on your statement may not be realized when you seek to liquidate the security.

Financial statement. A Vanguard Brokerage financial statement is available for your inspection at any time upon request to Vanguard Brokerage Services.

Free credit balance. Any free credit balance carried for your account represents funds payable on demand, which, although properly accounted for on Vanguard Brokerage's books of record, aren't segregated and may be used in the conduct of its business to the extent permitted by law. Your settlement fund may be liquidated upon your request and the proceeds remitted to you.

Dividend reinvestment. When reinvesting dividends of eligible stocks, ETFs, and closed-end funds, Vanguard Brokerage Services combines cash distributions from the accounts of all clients who have requested reinvestment in the same security, and then uses that combined total to purchase additional shares of the security in the open market. The new shares are divided proportionately among the clients' accounts, in whole and fractional shares rounded to four decimal places. If the total purchase can't be completed in one trade, clients will receive shares purchased at the weighted average price paid by Vanguard Brokerage Services. Participants in our free dividend reinvestment program should refer to the "Completed transactions" area of the "Account activity for Vanguard Brokerage Account" section of their Vanguard statements for details of transaction history and dates.

For dividend reinvestment of mutual funds held in your brokerage account, the instructions are provided to the fund and the "settlement date" and "trade date" on your statement will generally represent the day the transaction is entered in your account record. Call Vanguard Brokerage Services with any questions.

Reporting brokerage account discrepancies. Promptly report in writing any inaccuracies or discrepancies in your Vanguard Brokerage account (including unauthorized trading) to Vanguard Brokerage Services. Any oral communication must be confirmed in writing to further protect your rights, including your rights under the Securities Investor Protection Act.

Margin accounts. If you maintain a margin account, this is a combined statement of your general account and a special memorandum account maintained for you under Regulation T issued by the Board of Governors of the Federal Reserve System. The permanent record of the separate account as required by Regulation T is available for your inspection upon request to Vanguard Brokerage Services. All securities must be held in your margin account. Note that purchases of open-end mutual funds and Vanguard ETFs® will settle in your cash account and after 30 days be moved into your margin account.

Money market fund transactions. Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed pursuant to a periodic plan or an investment company plan, or executed in shares of any open-end registered money market mutual fund.

Orphaned fractional share transactions. Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed to liquidate orphaned fractional share positions. Orphaned fractional share positions are fractional share positions held without a corresponding whole share position. Liquidations of these positions are executed by Vanguard Brokerage Services on a principal basis at the previous day's closing price, and the proceeds are credited to your account. No transaction fee is charged.

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Open orders. A good-till-canceled (GTC) order will remain in effect for 60 calendar days after the business day on which the order was placed. If the 60th day falls during a weekend or on a holiday, the order will be canceled on the next business day before the markets open. GTC orders are automatically entered on a "do not reduce" (DNR) basis. The limit price won't be adjusted when a stock goes "ex-dividend." Orders for securities undergoing corporate actions such as, but not limited to, stock splits, stock dividends, special cash dividends, and spin-offs may be canceled before the market opening on the ex-dividend date of the corporate action. You must maintain records of all open orders. Be sure to review your open GTC orders periodically.

Option accounts. Information regarding commissions and charges related to the execution of an options transaction is provided in the transaction confirmation sent to you at the time of the transaction. These are also available upon request. You should advise us promptly of any changes in your investment objectives or financial situation.

Tax information. After year-end, Vanguard Brokerage Services is required to provide tax information to the IRS and other governmental authorities. At that time, you'll receive necessary information on the annual tax information statement; use that statement to prepare your tax filings. Note that certain types of assets typically need corrected tax forms.

Trade execution. Vanguard Brokerage Services may have acted as principal, agent, or both in the placement of trades for your account. Details are provided upon request to Vanguard Brokerage Services.

Average pricing. If average price transaction is indicated on this statement, details regarding the actual execution prices are available upon request to Vanguard Brokerage Services.

When issued. A short form of "when, as, and if issued." The term indicates a conditional transaction in a security authorized for issuance but not as yet actually issued. All "when issued" transactions are on an "if" basis, to be settled if and when the actual security is issued.

II. Portfolio holdings

The net market value of the securities in your account, including short positions, is reflected in this statement on a trade-date basis at the close of the statement period. The market prices have been obtained from quotation services that we believe to be reliable; however, we can't guarantee their accuracy. Securities for which a price isn't available are marked " — " and are omitted from the total. Prices listed reflect quotations on the statement date. Current prices are listed to help you track your account and aren't suitable for tax purposes. Account balances provided on the statement are displayed in short-form using only two decimal places. Please logon to your account at Vanguard.com to review your account balances. Accrued interest represents interest earned but not yet received.

Fund data on vanguard.com is generally updated mid-month. Depending on when you log on, there may be a difference between the asset mix shown on your statement and the data shown online. There also may be a difference between your fund's actual asset allocation and its target allocation. For more information about your fund's target allocation, go to vanguard.com.

Estimated values on statements. Vanguard Brokerage Services relies on external vendors to provide estimated, periodic valuation and market-price information for securities listed in your account statement. From time to time, this information isn't available or isn't received in time for posting to your account statement. In this case, the valuation or market price on your statement is marked "-" and the security hasn't been valued for purposes of calculating account totals. For owners of auction-rate securities: If an estimated valuation is provided on your account statement for auction-rate securities, please note that due to market illiquidity, you may not be able to sell the security at or near the estimated valuation listed on your account statement.

The estimated annual income (EAI) and estimated yield (EY) figures are estimates and are for informational purposes only. EAI represents estimated income to be distributed by a specific position. EAI may be negative on short positions. EY represents the estimated yield of a specific position based on its EAI and current price. EY reflects only the income generated by an investment. It does not reflect changes in the investment's price, which may fluctuate. EAI and EY for certain types of securities includes return of principal or capital gains, in which case the EAI and EY is not limited to realizable income. Actual income and yield may be higher or lower than the estimated amounts. These figures should not be considered a forecast or guarantee of future results. They are computed using information from providers believed to be reliable; however, no assurance can be made as to the accuracy. Since interest and dividend rates are subject to change at any time and may be affected by current and future economic, political, and business conditions, they should not be relied on for making investment, trading, or tax decisions. The money market settlement fund 7 day SEC yield is calculated by annualizing its daily income distributions for the previous 7 days, which is not the same methodology for calculating EY for other positions held in your account (s). Calculation methodologies differ by security type. Certain security types estimate the annual yield based on historical actual income paid while others estimate future yield based on existing conditions. Please contact Vanguard Brokerage Services for current information regarding your investments and the current estimated valuations of your holdings.

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Asset mix for some funds recalculated by Vanguard. If the "Asset mix" section of your "Statement overview" page has a footnote that reads "Recalculated values are included," the asset allocation breakdown of particular funds within your portfolio among stocks, bonds, and short-term reserves has been calculated using long positions, margin credit or debit balances; short positions have been excluded. Certain funds employ trading strategies, such as risk hedging, short selling, and use of leverage and derivatives, that could result in significant short positions that can't be displayed using a standard asset allocation pie chart. Exclusion of these short positions may have a significant impact on the "Asset mix" pie chart. For more information about the strategies or holdings of a particular fund, see the fund's prospectus.

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Robert E. Wiley Scholarship Update

BEG. VALUE 7-1-23	$ 1,144,966.23
Plus: INTEREST & DIVIDENDS	$ 1,670.23
Plus: CHANGE IN VALUE	$ 17,412.44
Less: 5 Scholarship	$21,000.00
Less: FEES & CHARGES	$ 894.38
ENDING VALUE 7-28-23	$ 1,142,154.52

1. For the month the account increased $18,188.29 after expenses, or 1.59%.
2. Year to date the account is up 8.02% after expenses.
3. Currently at 51% in equities.
4. The withdrawals for 5 scholarships paid were used to rebalance account to the target allocations.
5. See attached market update.

Cash Flow Report

Fund	Cash Flow Beginning Cash	Cash Flow Revenue During Month	Cash Flow Expenses During Month	Cash Flow Ending Cash
01 GENERAL	4,022,648.13	307,885.83	(1,565,207.52)	2,765,326.44
02 DEPRECIATION FUND	1,025,415.90	1.76	0.00	1,025,417.66
03 EMPLOYEE BENEFITS FUND	26,944.11	3,699.98	(1,422.50)	29,221.59
05 ACTIVITY FUND	108,575.22	14,610.74	(35,787.19)	87,398.77
06 CAFETERIA	526,156.33	11,653.06	(34,624.06)	503,956.71
07 BOND FUND	139,067.44	13,268.22	0.00	152,335.66
08 SPECIAL BLDG FUND	446,340.81	911.55	(76,044.88)	371,207.48
09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	521,981.98	4,796.71	0.00	526,778.69
Grand Total:	6,817,129.92	356,827.85	(1,713,086.15)	5,461,643.00

General Fund	July
Petty Cash	$ 5,529.23
Accounts Payable	$ 1,039,948.33
Payroll	$ 3,116,020.33
Total of bank accounts balances	$ 4,161,497.89
Plus	
Head Start bank balance	$ 5,197.86
NLAF	$ 100,772.85
OUTSTANDING Adjustment PR	$ 1,314.58
Total	$ 4,268,783.18
Less	
Line of Credit	
Cafeteria Fund	$ 503,956.71
Loan from Depriciation	$ 999,500.00
End of Month Fund Total	$ 2,765,326.47

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	**GENERAL**						
1100	REGULAR INSTRUCTIONAL PROGRAMS	$7,556,750.00	$0.00	$6,642,345.53	88.38	$914,404.47	$878,025.46
1125	SA FLEX FUNDING	$178,300.00	$0.00	$166,518.16	93.39	$11,781.84	$11,781.84
1150	LIMITED ENGLISH PROFICIENCY	$78,250.00	$0.00	$81,558.11	104.23	($3,308.11)	($3,308.11)
1160	POVERTY PROGRAMS	$895,450.00	$648.69	$932,001.15	104.31	($36,551.15)	($38,579.15)
1190	EARLY CHILDHOOD EDUC PROGRAMS	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
1195	BAF FLEX FUNDING	$24,300.00	$71.06	$25,772.71	106.06	($1,472.71)	($1,472.71)
1200	SPECIAL EDUCATION PROGRAMS	$3,087,900.00	$3,245.82	$2,928,168.97	95.10	$159,731.03	$151,171.52
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	$383,110.00	$1,156.24	$290,402.53	76.81	$92,707.47	$88,837.59
1300	SUMMER SCHOOL	$36,270.00	$2,789.41	$27,136.08	74.82	$9,133.92	$9,133.92
2110	SOCIAL WORK SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2120	GUIDANCE SERVICES	$304,100.00	$0.00	$272,388.05	89.57	$31,711.95	$31,711.95
2130	HEALTH SERVICES	$100,900.00	$771.36	$145,069.25	143.99	($44,169.25)	($44,384.18)
2141	SCHOOL PSYCHOLOGY SERVICES	$187,200.00	$0.00	$173,397.73	95.15	$13,802.27	$9,071.79
2151	SA SPEECH PATHOLOGY	$200,000.00	$0.00	$188,886.61	94.44	$11,113.39	$11,113.39
2152	PK 3-5 SPEECH PATHOLOGY	$120,000.00	$0.00	$0.00	0.00	$120,000.00	$120,000.00
2161	SA OCCUPATIONAL THERAPY	$35,000.00	$0.00	$22,900.50	65.43	$12,099.50	$12,099.50
2162	PK OCCUPATIONAL THERAPY	$35,000.00	$0.00	$35,777.50	115.59	($777.50)	($5,455.25)
2171	SA PHYSICAL THERAPY	$20,000.00	$0.00	$12,867.75	64.34	$7,132.25	$7,132.25
2172	PK PHYSICAL THERAPY	$18,000.00	$0.00	$18,648.00	117.08	($648.00)	($3,073.50)
2181	SA VISION	$23,200.00	$0.00	$59,148.40	254.95	($35,948.40)	($35,948.40)
2212	INSTR AND CURRICULUM DEVELOPMENT	$121,700.00	$0.00	$89,818.14	79.22	$31,881.86	$25,288.96
2213	INSTRUCTIONAL STAFF TRAINING	$4,200.00	$0.00	$8,100.93	338.94	($3,900.93)	($10,035.61)
2214	IMPLEMENTATION OF STANDARDS	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2220	LIBRARY/MEDIA SERVICES	$177,308.00	$0.00	$136,229.12	76.83	$41,078.88	$41,078.88

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2230	INSTRUCTION RELATED TECHNOLOGY	$23,500.00	$0.00	$7,147.92	30.42	$16,352.08	$16,352.08
2310	BOARD OF EDUCATION	$297,300.00	$0.00	$268,068.67	92.99	$29,231.33	$20,852.38
2320	EXECUTIVE ADMIN. SERVICES	$244,000.00	$0.00	$202,261.45	83.05	$41,738.55	$41,352.37
2330	DISTRICT LEGAL SERVICES	$10,000.00	$0.00	$8,712.18	87.12	$1,287.82	$1,287.82
2410	OFFICE OF THE PRINCIPAL SERV.	$1,353,750.00	$7,081.04	$1,348,290.79	99.74	$5,459.21	$3,574.21
2510	GENERAL BUSINESS SUPPORT	$447,115.00	$4,271.79	$399,540.48	91.45	$47,574.52	$38,233.27
2530	DUPLICATNG SERVICES	$88,000.00	$0.00	$118,792.68	139.84	($30,792.68)	($35,056.87)
2540	EVALUATION SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2580	ADMIN TECHNOLOGY SERVICES	$332,350.00	$1,822.97	$393,062.39	200.09	($60,712.39)	($332,651.53)
2610	OPERATION OF PLANT	$923,350.00	$14,764.10	$804,750.94	93.45	$118,599.06	$60,490.93
2620	MAINTENANCE OF PLANT	$545,000.00	$9,592.74	$599,575.36	115.70	($54,575.36)	($85,580.82)
2630	UPKEEP OF GROUNDS	$51,000.00	$0.00	$104,439.40	219.57	($53,439.40)	($60,980.72)
2650	VEHICLE OPERATION/MAINTENANCE	$14,000.00	$0.00	$13,724.77	98.03	$275.23	$275.23
2660	SECURITY SERVICES	$70,000.00	$0.00	$70,140.81	100.20	($140.81)	($140.81)
2670	SAFETY SERVICES	$6,000.00	$0.00	$6,346.00	121.15	($346.00)	($1,269.00)
2710	REGULAR STUDENT TRANSPORTATION	$431,300.00	$225.00	$218,653.40	50.84	$212,646.60	$212,034.51
2712	SA SPED VEHICLE OPERATION	$203,500.00	$0.00	$281,778.73	138.53	($78,278.73)	($78,398.76)
2713	PK VEHICLE OPERATION	$20,000.00	$0.00	$2,298.86	11.49	$17,701.14	$17,701.14
3300	COMMUNITY SERVICE OPERATIONS	$41,550.00	$0.00	$16,211.63	40.31	$25,338.37	$24,800.05
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	$2,650.00	$0.00	$7,981.17	324.01	($5,331.17)	($5,936.17)
3500	STATE CATEGORICAL PROGRAMS/RULE 82	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
3535	HIGH ABILITY LEARNERS	$9,500.00	$0.00	$8,201.28	98.23	$1,298.72	$168.62
3541	BIRTH TO 3 ENDOWMENT	$85,150.00	$1,571.71	$83,938.64	105.49	$1,211.36	($4,676.52)
3550	OTHER STATE CATEGORICAL/RULE 4	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
3575	NEBR INNOVATION GRANT PROGRAM	$0.00	$0.00	$0.00	0.00	$0.00	$0.00

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
3599	OTHER STATE CATEGORICAL PROGRAMS	$10,000.00	$0.00	$0.00	0.00	$10,000.00	$10,000.00
6200	TITLE I PART A	$304,900.00	$0.00	$186,494.53	61.17	$118,405.47	$118,405.47
6210	TITLE I PART A ACCOUNTABILITY	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
6310	TITLE II PART A	$57,000.00	$0.00	$49,071.15	96.41	$7,928.85	$2,047.65
6406	IDEA PRESCHOOL (619) BASE	$13,220.00	$0.00	$12,803.91	96.85	$416.09	$416.09
6408	IDEA BASE/EP	$432,000.00	$0.00	$367,441.73	85.06	$64,558.27	$64,558.27
6412	IDEA PART B PROPORTIONATE SHARE	$31,800.00	$0.00	$12,931.16	40.66	$18,868.84	$18,868.84
6421	IDEA 611 ARP	$60,000.00	$0.00	$61,261.00	102.10	($1,261.00)	($1,261.00)
6422	IDEA NON PUBLIC ARP	$5,000.00	$0.00	$9,195.44	183.91	($4,195.44)	($4,195.44)
6423	IDEA 619 ARP	$6,000.00	$0.00	$0.00	0.00	$6,000.00	$6,000.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	$200.00	$0.00	$450.00	225.00	($250.00)	($250.00)
6700	PERKINS REVISION GRANT	$35,430.00	$0.00	$25,910.64	73.13	$9,519.36	$9,519.36
6940	HEAD START	$1,432,850.00	$4,009.72	$1,061,296.63	77.63	$371,553.37	$320,599.93
6968	TITLE IV PART B 21ST CENTURY	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	$10,000.00	$0.00	$8,759.85	87.60	$1,240.15	$1,240.15
6980	ADULT BASIC EDUCATION	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
6990	OTHER FED CATEGORICAL SOURCES	$190,000.00	$0.00	$0.00	0.00	$190,000.00	$190,000.00
6993	AMERICAN RESCUE PLAN HOMELESS HCY	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
6996	ESSERS (EMERGENCY RELIEF)	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
6997	ESSERS II	$405,000.00	$0.00	$0.00	0.00	$405,000.00	$405,000.00
6998	ESSERS III	$1,225,576.00	$0.00	$560,057.59	45.70	$665,518.41	$665,518.41
8000	TRANSFERS	$26,000.00	$0.00	$0.00	0.00	$26,000.00	$26,000.00
9000	NON PROGRAM EXPENDITURES	$1,112,981.00	$0.00	$9,584.03	0.86	$1,103,396.97	$1,103,396.97
01	GENERAL	$24,143,910.00	$52,021.65	$19,586,310.43	83.34	$4,557,599.57	$4,022,486.25

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
02	**DEPRECIATION FUND**						
2900	OTHER SUPPORT SERVICES	$1,075,379.00	$0.00	$0.00	0.00	$1,075,379.00	$1,075,379.00
8000	TRANSFERS	$1,000.00	$0.00	$0.00	0.00	$1,000.00	$1,000.00
02	DEPRECIATION FUND	$1,076,379.00	$0.00	$0.00	0.00	$1,076,379.00	$1,076,379.00

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	$75,359.00	$0.00	$46,234.78	61.35	$29,124.22	$29,124.22
8000	TRANSFERS	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
03	EMPLOYEE BENEFITS FUND	$75,359.00	$0.00	$46,234.78	61.35	$29,124.22	$29,124.22

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
05	**ACTIVITY FUND**						
2190	OTHER PUPIL SUPPORT SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2900	OTHER SUPPORT SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
3200	ENTERPRISE OPERATIONS/ACTIVITIES	$0.00	($68.47)	$486,421.35	0.00	($486,421.35)	($555,314.26)
8000	TRANSFERS	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8009	PIONEER GRANT MATCH	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8015	SPECIAL EDUCATION	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8017	CONESTOGA PARENT GROUP	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8026	WEEPING WATER PARENT GROUP	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8027	HEAD START POLICY COUNCIL	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8028	HD START POP FUND	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8220	8TH GRADE ACTIVITIES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8310	BAKE SHOPPE	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
8332	CONCESSIONS	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
05	ACTIVITY FUND	$0.00	($68.47)	$486,421.35	0.00	($486,421.35)	($555,314.26)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
06	**CAFETERIA**						
3100	FOOD SERVICE OPERATIONS	$945,977.00	$5,695.93	$688,923.65	74.90	$257,053.35	$237,412.60
06	CAFETERIA	$945,977.00	$5,695.93	$688,923.65	74.90	$257,053.35	$237,412.60

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
07	**BOND FUND**						
5000	DEBT SERVICES	$1,418,705.00	$0.00	$1,047,571.26	73.84	$371,133.74	$371,133.74
07	BOND FUND	$1,418,705.00	$0.00	$1,047,571.26	73.84	$371,133.74	$371,133.74

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
08	**SPECIAL BLDG FUND**						
2610	OPERATION OF PLANT	$11,135.00	$0.00	$78,146.15	995.70	($67,011.15)	($99,736.15)
2660	SECURITY SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2670	SAFETY SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
4100	BOND RELATED EXPENDITURES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	$100,000.00	$0.00	$7,164.17	7.16	$92,835.83	$92,835.83
4500	BUILDING CONSTRUCTION	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
4700	BUILDING IMPROVEMENTS	$200,000.00	$0.00	$196,718.96	98.36	$3,281.04	$3,281.04
5000	DEBT SERVICES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
08	SPECIAL BLDG FUND	$311,135.00	$0.00	$282,029.28	101.16	$29,105.72	($3,619.28)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
09	**QUALIFIED CAPITAL PURPOSE UNDERTAKING FU**						
2515	CENTRAL SERVICES/BLDGS AND SITES	$0.00	$0.00	$0.00	0.00	$0.00	$0.00
2610	OPERATION OF PLANT	$400,000.00	$0.00	$0.00	0.00	$400,000.00	$400,000.00
5000	DEBT SERVICES	$453,480.00	$0.00	$239,183.04	52.74	$214,296.96	$214,296.96
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	$853,480.00	$0.00	$239,183.04	28.02	$614,296.96	$614,296.96

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	$132,908.00	$0.00	$20,282.40	19.42	$112,625.60	$107,093.33
12	STUDENT FEES	$132,908.00	$0.00	$20,282.40	19.42	$112,625.60	$107,093.33

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,200,000.00	0.00	9,432,329.98	102.53	(232,329.98)
01 1115	CARLINE TAXES	9,000.00	0.00	6,299.01	69.99	2,700.99
01 1120	PUBLIC POWER DIST SALES TAX	160,000.00	0.00	175,608.49	109.76	(15,608.49)
01 1125	MOTOR VEHICLE TAX	900,000.00	0.00	646,367.72	71.82	253,632.28
01 1370	PRESCHOOL TUITION	60,000.00	0.00	65,927.30	109.88	(5,927.30)
01 1510	INTEREST ON INVESTMENTS	1,200.00	0.00	57,302.24	4,775.19	(56,102.24)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	5.45	0.00	(5.45)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.93	0.00	(1.93)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	4,000.00	0.00	179.88	4.50	3,820.12
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	1,000.00	0.00	2,030.00	203.00	(1,030.00)
01 1911	LOCAL LICENSE FEES	5,000.00	0.00	3,925.00	78.50	1,075.00
01 1920	CONTRIB FR PRIVATE SOURCES	0.00	0.00	0.00	0.00	0.00
01 1921	CITY POLICE COURT FINES	5,000.00	0.00	105,438.22	2,108.76	(100,438.22)
01 1990	MISCELLANEOUS LOCAL REVENUE	23,000.00	0.00	30,978.92	134.69	(7,978.92)
01 1990 0003	MISC LOCAL REVENUE/HD ST	5,000.00	0.00	0.00	0.00	5,000.00
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	0.00	0.00	0.00
	Subtotal: 1000	10,373,200.00	0.00	10,526,394.14	101.48	(153,194.14)
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	0.00	21,399.54	23.78	68,600.46
01 2210	ESU RECEIPTS	4,500.00	0.00	2,408.86	53.53	2,091.14
	Subtotal: 2000	94,500.00	0.00	23,808.40	25.19	70,691.60
01 3110	STATE AID TO DISTRICTS	4,661,377.00	0.00	4,661,377.00	100.00	0.00
01 3120	SPECIAL ED PROGRAMS	1,400,000.00	0.00	1,357,516.00	96.97	42,484.00
01 3125	SPECIAL ED TRANSPORTATION	100,000.00	0.00	0.00	0.00	100,000.00
01 3130	HOMESTEAD EXEMPTION	400,000.00	0.00	392,965.11	98.24	7,034.89
01 3131	RELIEF TO PROPERTY TAXPAYERS	410,000.00	0.00	0.00	0.00	410,000.00
01 3132	PERSONAL PROPERTY TAX CREDIT	200,000.00	0.00	275,847.77	137.92	(75,847.77)
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	7,500.00	0.00	0.00	0.00	7,500.00
01 3155	RULE 4 TEXTBOOK LOAN	0.00	0.00	0.00	0.00	0.00
01 3165	PRESCHOOL FLEX FUNDING	4,000.00	0.00	0.00	0.00	4,000.00
01 3166	SCHOOL AGE FLEX	85,000.00	0.00	96,511.00	113.54	(11,511.00)
01 3175	ABE/STATE GRANT	1,500.00	0.00	0.00	0.00	1,500.00
01 3180	PRO-RATA MOTOR VEHICLE	21,000.00	0.00	19,659.12	93.61	1,340.88
01 3400	STATE APPORTIONMENT	205,000.00	0.00	279,707.51	136.44	(74,707.51)
01 3535	HIGH ABILITY LEARNERS	12,100.00	0.00	11,533.00	95.31	567.00
01 3541	BIRTH TO 3 ENDOWMENT	75,000.00	0.00	63,916.00	85.22	11,084.00
01 3575	NEBR INNOVATION GRANT	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE SOURCES	10,000.00	0.00	5,000.00	50.00	5,000.00
	Subtotal: 3000	7,592,477.00	0.00	7,164,032.51	94.36	428,444.49
01 4105	USF - E RATE	0.00	0.00	0.00	0.00	0.00
01 4305	IMPACT AID PL 874	0.00	0.00	0.00	0.00	0.00
01 4307	AMERICAN INDIAN EDUCATION	0.00	0.00	0.00	0.00	0.00
01 4309 0003	HEAD START	500,000.00	0.00	683,747.39	136.75	(183,747.39)
01 4309 0004	HEAD START	500,000.00	0.00	462,891.16	92.58	37,108.84
01 4505	TITLE I ESEA	220,000.00	0.00	149,524.00	67.97	70,476.00
01 4506	TITLE I ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II PART A	50,000.00	0.00	20,799.00	41.60	29,201.00
01 4512	IDEA POVERTY/BASE	5,000.00	0.00	0.00	0.00	5,000.00
01 4515	IDEA PART B SUPPLEMENTAL	0.00	0.00	61,261.00	0.00	(61,261.00)
01 4516	IDEA PART B (619) PRESCHOOL	14,000.00	0.00	12,656.00	90.40	1,344.00
01 4518	IDEA BASE AND E/P	419,000.00	0.00	520,915.00	124.32	(101,915.00)
01 4519	IDEA PART B E/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA NON PUBLIC	20,000.00	0.00	13,915.00	69.58	6,085.00
01 4524	ROTC REIMBURSEMENT FROM DOD	75,000.00	0.00	82,329.74	109.77	(7,329.74)
01 4529	ADULT BASIC EDUCATION	500.00	0.00	0.00	0.00	500.00

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 4530	OTHER FEDERAL RECEIPTS	100,000.00	0.00	0.00	0.00	100,000.00
01 4531	21ST CENTURY LEARNING GRANT/MS	10,000.00	0.00	0.00	0.00	10,000.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	0.00	47,950.34	479.50	(37,950.34)
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	0.00	20,861.52	104.31	(861.52)
01 4969	TITLE IV STUDENT SUPPORT	20,000.00	0.00	11,919.00	59.60	8,081.00
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	0.00	0.00	0.00	0.00	0.00
01 4997	ESSER II	300,000.00	0.00	0.00	0.00	300,000.00
01 4998	ESSERS III	100,000.00	0.00	876,882.00	876.88	(776,882.00)
Subtotal: 4000		2,363,500.00	0.00	2,965,651.15	125.48	(602,151.15)
01 5150	TAX ANTICIPATION NOTES	0.00	0.00	4,840,450.00	0.00	(4,840,450.00)
01 5200	FUND TRANSFERS IN	100,000.00	0.00	1,305.16	1.31	98,694.84
01 5300	SALE OF PROPERTY	1,000.00	0.00	34,952.63	3,495.26	(33,952.63)
01 5690	OTHER NON-REVENUE RECEIPTS	1,000.00	0.00	21,759.56	2,175.96	(20,759.56)
Subtotal: 5000		102,000.00	0.00	4,898,467.35	4,802.42	(4,796,467.35)
Fund Total:		20,525,677.00	0.00	25,578,353.55	124.62	(5,052,676.55)

Fund: 02 DEPRECIATION FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
02 1510	INVESTMENT INCOME	1,000.00	0.00	18.89	1.89	981.11
Subtotal: 1000		1,000.00	0.00	18.89	1.89	981.11
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:		51,000.00	0.00	18.89	0.04	50,981.11

Fund: 03 EMPLOYEE BENEFITS FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
03 5200	FUND TRANSFERS IN	43,000.00	0.00	45,080.17	104.84	(2,080.17)
Subtotal: 5000		43,000.00	0.00	45,080.17	104.84	(2,080.17)
Fund Total:		43,000.00	0.00	45,080.17	104.84	(2,080.17)

Fund: 05 ACTIVITY FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
05 1510 8010	INTEREST	0.00	0.00	3,608.34	0.00	(3,608.34)
05 1710 8015	DISTRICT ACTIVITIES/ADMISSIONS	0.00	0.00	2,000.00	0.00	(2,000.00)
05 1710 8022	HEAD START ACTIVITIES	0.00	0.00	1,013.00	0.00	(1,013.00)
05 1710 8101	ELEM STUDENT COUNCIL	0.00	0.00	2,571.71	0.00	(2,571.71)
05 1710 8102	ELEM TEACHERS	0.00	0.00	1,099.68	0.00	(1,099.68)
05 1710 8103	ELEM MISC	0.00	0.00	5,681.31	0.00	(5,681.31)
05 1710 8107	SOCIAL WORK FAMILY RESOURCE ACCT	0.00	0.00	2,512.08	0.00	(2,512.08)
05 1710 8113	ELEM FIELD TRIPS	0.00	0.00	150.05	0.00	(150.05)
05 1710 8202	MS ATHLETICS	0.00	0.00	13,812.80	0.00	(13,812.80)
05 1710 8204	MS BAND	0.00	0.00	1,468.30	0.00	(1,468.30)
05 1710 8206	BUILDERS CLUB	0.00	0.00	360.00	0.00	(360.00)
05 1710 8207	REFERRAL FREE ACTIVITIES	0.00	0.00	10,885.41	0.00	(10,885.41)
05 1710 8209	MS NAT'L JR HONOR SOCIETY	0.00	0.00	480.00	0.00	(480.00)
05 1710 8216	MS STUDENT COUNCIL	0.00	0.00	816.00	0.00	(816.00)
05 1710 8226	MS YEARBOOK	0.00	0.00	3,982.85	0.00	(3,982.85)
05 1710 8302	ACADEMY CORE LEADERS	0.00	0.00	22,597.80	0.00	(22,597.80)
05 1710 8312	HS BAND	0.00	0.00	5,786.23	0.00	(5,786.23)
05 1710 8314	BOOSTER CLUB	0.00	0.00	9,728.96	0.00	(9,728.96)
05 1710 8316	SPIRIT SQUAD	0.00	0.00	27,225.70	0.00	(27,225.70)
05 1710 8318	CHORUS/SWING CHOIR	0.00	0.00	12,353.90	0.00	(12,353.90)
05 1710 8321	STUDENT TRAVEL ABROAD	0.00	0.00	1,000.50	0.00	(1,000.50)
05 1710 8323	CLASS OF 2026	0.00	0.00	2,028.80	0.00	(2,028.80)
05 1710 8324	CLASS OF 2023	0.00	0.00	40.00	0.00	(40.00)
05 1710 8326	CLASS OF 2024	0.00	0.00	14,338.89	0.00	(14,338.89)
05 1710 8329	CLASS OF 2021	0.00	0.00	5,480.64	0.00	(5,480.64)
05 1710 8332	CONCESSIONS	0.00	0.00	18,478.31	0.00	(18,478.31)
05 1710 8334	DECA	0.00	0.00	14,715.50	0.00	(14,715.50)
05 1710 8336	MANUFACTURING	0.00	0.00	605.00	0.00	(605.00)
05 1710 8337	FITNESS CENTER	0.00	0.00	310.00	0.00	(310.00)
05 1710 8342	FCCLA	0.00	0.00	6,137.82	0.00	(6,137.82)
05 1710 8344	FOOTBALL FUNDRAISER	0.00	0.00	15,770.00	0.00	(15,770.00)
05 1710 8346	HOSA	0.00	0.00	108.00	0.00	(108.00)
05 1710 8347	FFA	0.00	0.00	4,031.00	0.00	(4,031.00)
05 1710 8348	BOYS BASKETBALL FR	0.00	0.00	7,157.15	0.00	(7,157.15)
05 1710 8349	GIRLS BB FUNDRAISER	0.00	0.00	10,559.70	0.00	(10,559.70)
05 1710 8353	JR ROTC	0.00	0.00	3,797.76	0.00	(3,797.76)
05 1710 8354	HONOR SOCIETY	0.00	0.00	620.60	0.00	(620.60)
05 1710 8356	GUIDANCE	0.00	0.00	1,433.93	0.00	(1,433.93)
05 1710 8358	LETTERMAN'S CLUB	0.00	0.00	2,598.00	0.00	(2,598.00)
05 1710 8359	MUSICAL/PLAY	0.00	0.00	100.00	0.00	(100.00)
05 1710 8363	SPEECH	0.00	0.00	674.37	0.00	(674.37)
05 1710 8374	HS STUDENT COUNCIL	0.00	0.00	11,629.86	0.00	(11,629.86)
05 1710 8376	HS REFRESHMENTS	0.00	0.00	252.05	0.00	(252.05)
05 1710 8379	SALT - STUDENT ACTIVITIES LEADERSHIP TEAM	0.00	0.00	512.70	0.00	(512.70)
05 1710 8380	JUNIOR OPTIMIST INTERNATIONAL	0.00	0.00	917.80	0.00	(917.80)
05 1710 8381	GIRLS TRACK FR	0.00	0.00	5,453.00	0.00	(5,453.00)
05 1710 8382	GIRLS SOCCER FR	0.00	0.00	8,907.55	0.00	(8,907.55)
05 1710 8384	VOLLEYBALL FR	0.00	0.00	6,719.80	0.00	(6,719.80)
05 1710 8386	SKILLS USA	0.00	0.00	2,312.39	0.00	(2,312.39)
05 1710 8387	GOLF FR	0.00	0.00	537.95	0.00	(537.95)
05 1710 8388	WRESTLING CLUB	0.00	0.00	7,867.00	0.00	(7,867.00)
05 1710 8389	HS YEARBOOK	0.00	0.00	6,535.00	0.00	(6,535.00)
05 1710 8390	BASEBALL FR	0.00	0.00	2,189.63	0.00	(2,189.63)
05 1710 8391	MISC ACTIVITIES	0.00	0.00	82,126.76	0.00	(82,126.76)
05 1710 8401	BOYS SOCCER FR	0.00	0.00	862.50	0.00	(862.50)

Fund: 05 ACTIVITY FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
05 1710 8404	CROSS COUNTRY FR	0.00	0.00	3,357.00	0.00	(3,357.00)
05 1710 8405	SOFTBALL FR	0.00	0.00	436.25	0.00	(436.25)
05 1920 8228	MS DONATIONS	0.00	0.00	12,476.61	0.00	(12,476.61)
05 1990 8008	MISCELLANEOUS	0.00	0.00	(8,397.46)	0.00	8,397.46
05 1990 8111	ELEM SOCIAL COMMITTEE	0.00	0.00	455.00	0.00	(455.00)
05 1990 8335	DUAL ENROLLMENT	0.00	0.00	1,071.05	0.00	(1,071.05)
05 1990 8355	ROTC MILITARY REIMBURSEMENT	0.00	0.00	459.90	0.00	(459.90)
05 1990 8371	HS SOCIAL COMMITTEE	0.00	0.00	2,317.44	0.00	(2,317.44)
	Subtotal: 1000	0.00	0.00	387,119.87	0.00	(387,119.87)
05 5690 8104	ELEM LIBRARY	0.00	0.00	32.07	0.00	(32.07)
	Subtotal: 5000	0.00	0.00	32.07	0.00	(32.07)
	Fund Total:	0.00	0.00	387,151.94	0.00	(387,151.94)

Fund: 06 CAFETERIA

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
06 1611	DAILY SALES	45,000.00	0.00	211,718.85	470.49	(166,718.85)
06 1650	SUMMER MEAL PROGRAM	0.00	0.00	0.00	0.00	0.00
06 1990 0005	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		45,000.00	0.00	211,718.85	470.49	(166,718.85)
06 3150	STATE REIMBURSEMENT	5,000.00	0.00	43,269.77	865.40	(38,269.77)
Subtotal: 3000		5,000.00	0.00	43,269.77	865.40	(38,269.77)
06 4210	FEDERAL REIMBURSEMENT	900,000.00	0.00	418,615.34	46.51	481,384.66
06 4211 0005	FED REIMB/CACFP	0.00	0.00	84,949.03	0.00	(84,949.03)
Subtotal: 4000		900,000.00	0.00	503,564.37	55.95	396,435.63
06 5200	FUND TRANSFERS	35,000.00	0.00	859.32	2.46	34,140.68
Subtotal: 5000		35,000.00	0.00	859.32	2.46	34,140.68
Fund Total:		985,000.00	0.00	759,412.31	77.10	225,587.69

Fund: 07 BOND FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
07 1100	LOCAL TAXES	900,000.00	0.00	978,342.82	108.70	(78,342.82)
07 1115	CARLINE TAXES	1,500.00	0.00	674.83	44.99	825.17
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	18,691.26	93.46	1,308.74
07 1510	INVESTMENT INCOME	100.00	0.00	595.17	595.17	(495.17)
	Subtotal: 1000	921,600.00	0.00	998,304.08	108.32	(76,704.08)
07 3130	HOMESTEAD EXEMPTION	50,000.00	0.00	41,348.07	82.70	8,651.93
07 3131	RELIEF TO PROPERTY TAXPAYERS	30,000.00	0.00	0.00	0.00	30,000.00
07 3132	PERSONAL PROPERTY TAX CREDIT	20,000.00	0.00	58,049.20	290.25	(38,049.20)
07 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	0.00	0.00	0.00	0.00	0.00
07 3180	PRO-RATA MOTOR VEHICLE	3,000.00	0.00	2,802.41	93.41	197.59
	Subtotal: 3000	103,000.00	0.00	102,199.68	99.22	800.32
	Fund Total:	1,024,600.00	0.00	1,100,503.76	107.41	(75,903.76)

Fund: 08 SPECIAL BLDG FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
08 1100	LOCAL TAXES	0.00	0.00	3.41	0.00	(3.41)
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00
08 1510	INTEREST ON LOCAL RECEIPTS	0.00	0.00	7,749.77	0.00	(7,749.77)
08 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 1000	0.00	0.00	7,753.18	0.00	(7,753.18)
08 3130	HOMESTEAD EXEMPTION	0.00	0.00	0.00	0.00	0.00
08 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	0.00	0.00	0.00
08 3180	PRO-RATA MOTOR VEHICLE	0.00	0.00	0.00	0.00	0.00
	Subtotal: 3000	0.00	0.00	0.00	0.00	0.00
08 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
08 5120	PREMIUM ON ISSUANCE OF BONDS	0.00	0.00	0.00	0.00	0.00
08 5300	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0.00
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 5000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	0.00	0.00	7,753.18	0.00	(7,753.18)

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	300,000.00	0.00	360,425.59	120.14	(60,425.59)
09 1115	CARLINE TAXES	500.00	0.00	243.69	48.74	256.31
09 1120	PUBLIC POWER DIST SALES TAX	5,000.00	0.00	6,718.95	134.38	(1,718.95)
09 1510	INVESTMENT INCOME	100.00	0.00	214.82	214.82	(114.82)
09 1990	OTHER LOCAL RECEIPTS	100.00	0.00	0.00	0.00	100.00
Subtotal:	1000	305,700.00	0.00	367,603.05	120.25	(61,903.05)
09 3130	HOMESTEAD EXEMPTION	15,000.00	0.00	15,032.09	100.21	(32.09)
09 3131	RELIEF TO PROPERTY TAXPAYERS	10,000.00	0.00	0.00	0.00	10,000.00
09 3132	PERSONAL PROPERTY TAX CREDIT	500.00	0.00	10,554.20	2,110.84	(10,054.20)
09 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	500.00	0.00	0.00	0.00	500.00
09 3180	PRO-RATA MOTOR VEHICLE	1,000.00	0.00	1,008.69	100.87	(8.69)
Subtotal:	3000	27,000.00	0.00	26,594.98	98.50	405.02
09 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
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:	332,700.00	0.00	394,198.03	118.48	(61,498.03)

Fund: 12 STUDENT FEES

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
12 1741 1696	H.S. PARTICIPATION FEES	0.00	0.00	7,780.00	0.00	(7,780.00)
12 1741 1697	M.S. PARTICIPATION FEES	0.00	0.00	2,800.00	0.00	(2,800.00)
12 1741 1698	H.S. BAND RENTALS	0.00	0.00	725.00	0.00	(725.00)
12 1741 1701	HS BAND FEE	0.00	0.00	150.00	0.00	(150.00)
12 1741 1706	M.S. BAND RENTALS	0.00	0.00	475.00	0.00	(475.00)
12 1741 1708	HEALTH FEES	0.00	0.00	740.00	0.00	(740.00)
12 1741 1710	H.S. ART FEES	0.00	0.00	455.00	0.00	(455.00)
12 1741 1718	DRIVERS ED	0.00	0.00	350.00	0.00	(350.00)
12 1741 1723	HS LAPTOP INS FEE	0.00	0.00	4,602.80	0.00	(4,602.80)
Subtotal: 1000		0.00	0.00	18,077.80	0.00	(18,077.80)
Fund Total:		0.00	0.00	18,077.80	0.00	(18,077.80)

	Revised Budget	During Month	To Date	% of Budget	Budget Balance
Grand Total:	22,961,977.00	0.00	28,290,549.63	123.21	(5,328,572.63)

Vendor Name	Vendor Description	Amount
Checking 1		
Checking 1 Fund: 01 GENERAL		
3 ARE ONE, INC	ADVERTIZING	414.23
ABSOLUTE HEALTHCARE URGENT CARE	SERVICE	150.00
ACBC LLC WORLD OF WONDER	SUPPLIER	51.92
ACTION BATTERIES UNLIMITED INC	SUPPLIES	119.25
ACTIVE INTERNET TECHNOLOGIES LLC	WEBSITE PROVIDER	8,833.00
AGRIVISION GROUP LLC	SERVICE/SUPPLIES	100.53
ALL COVERED	SERVICES	3,351.54
AVERY RENTS INC	SERVICE	48.69
B & D DIAMOND PRO INC	SEEDING/AERATING	2,425.00
BOMGAARS	SUPPLIES	363.15
CANON FINANCIAL SERVICES, INC	COPIER LEASES	3,841.70
CAPITAL BUSINESS SYSTEMS INC	COPIER SUPPLIES/SERVICE	422.49
CENGAGE LEARNING	SUPPLIES	1,171.50
CHARTER COMMUNICATIONS HOLDING COMPANY LLC	SERVICE	60.92
CITY OF PLATTSMOUTH	WATER & SEWER	1,936.63
COUNCIL BLUFFS WINNELSON	SUPPLIES	88.00
DIAMOND VOGEL INC	SUPPLIES	861.11
EDUCATIONAL SERVICE UNIT #3	SERVICE	159.00
FASTENAL COMPANY	SUPPLIES	870.87
FIREGUARD INC	SUPPLIES/SERVICE	1,505.92
FIRST NATIONAL CAPITAL MARKETS INC	SERVICES	5,000.00
FIRST STUDENT INC	TRANSPORTATION	2,028.00
GREAT KIDS INC	SUPPLIES	2,970.00
GREENLIFE GARDENS	SUPPLIES	37,411.00
HASTY, RICH	REIMBURSEMENT	26.21
HERBAN COFFEE AND BLOOMS	FLOWERS	228.55
HILLER ELECTRIC COMPANY	SERVICE	280.92

Vendor Name	Vendor Description	Amount
HOOD, ALLYSON	CONTRACT EMPLOYEE	762.50
HY-VEE STORES	FUEL/SUPPLIES	102.98
J & J SMALL ENGINE SERVICE INC	SERVICE	312.00
JM HOSPITALITY	HOSPITALITY	3,495.68
JOHNSON HARDWARE CO	SUPPLIES	300.60
JUST FOR KIDS THERAPY INC	SERVICES	7,103.25
KELLY'S CARPET LTD	CARPET	3,660.11
KERNS EXCAVATING	SERVICE/SUPPLIES	210.00
LAKESHORE LEARNING MATERIALS	SUPPLIES	2,589.88
MANDT SYSTEM INC, THE	REGISTRATIONS	4,498.00
MENARDS BELLEVUE	SUPPLIES	1,191.57
MULTI-HEALTH SYSTEMS INC	SUPPLIES	500.00
NASSP	MEMBERSHIP/SUPPLIES	330.66
NATIONAL INVENTORS HALL OF FAME INC	REGISTRATION/SUPPLIES	260.00
NEBR RURAL COMMUNITY SCHOOLS ASSOC	MEMBERSHIP	850.00
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	REGISTRATIONS/DUES	1,225.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	29,207.09
NEBRASKA STATE FIRE MARSHAL	FEE	240.00
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	1,261.41
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	923.00
PERMITE LLC	SERVICE	1,000.00
PIONEER ATHLETICS	FIELD STRIPER	214.75
POPPLER'S MUSIC INC	MUSIC	24.99
PRIDE HOME SERVICES INC	SERVICE	1,671.00
PROFESSIONAL HEATING AND AIR	SERVICE	27,748.00
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	64.00
RIEKES EQUIPMENT COMPANY	SUPPLIES	714.00

Vendor Name	Vendor Description	Amount
RIVERSIDE ASSESSMENTS LLC	SUPPLIES	413.82
SCHOLASTIC MAGAZINES	SUBSCRIPTION	164.73
SCHOOL SPECIALTY LLC	SUPPLIES	365.46
SCHROEDER, RANDALL	REIMBURSEMENT	84.77
SDI INNOVATIONS INC	SUPPLIES	526.11
SHEPARD GYM FLOORS		1,798.50
SHRED IT US JV LLC	SHREDDING	148.42
STAPLES BUSINESS ADVANTAGE	SUPPLIES	469.69
TEACHING STRATEGIES INC	SUPPLIES	3,286.00
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	341.25
TURFWERKS	SUPPLIES/EQUIPMENT	591.49
UNIVERSITY OF NE-OMAHA	SCHOLARSHIPS	513.00
UNIVERSITY OF NEBRASKA KEARNEY	TUITION/FEES	513.00
URBAUER, CHARLOTTE	REIMBURSEMENT	513.00
US BANK NA	FUEL PURCHASES	174.77
VERIZON WIRELESS	CELL SERVICE	525.51
WARGA, STEVE	ADVERTISING	190.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	2,837.76
WESTERN PSYCHOLOGICAL SERVICES	SUPPLIES	182.60
WILBUR-ELLIS HOLDINGS II INC	SUPPLIES	2,151.40
WINDSTREAM	TELEPHONE SERVICE	5,206.05
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,291.67
WOODRIVER ENERGY LLC	FUEL	552.60

Fund Total: 189,068.00

Checking 1 Fund: 06 CAFETERIA

BLACK, JUSTIN		6.60
CLASSIC REFRIGERATION	SERVICE	813.65
HILAND DAIRY FOODS COMPANY LLC	DAIRY PRODUCTS	298.90
HY-VEE STORES	FUEL/SUPPLIES	59.79

Vendor Name	Vendor Description	Amount	
PROFESSIONAL HEATING AND AIR	SERVICE	1,280.00	
SYSCO LINCOLN	SUPPLIES	2,585.93	
USI INC	SUPPLIES	119.20	
WARGA, STEVE	ADVERTISING	50.00	
		Fund Total:	**5,214.07**
Checking 1 Fund: 12 STUDENT FEES			
CDW GOVERNMENT INC	SUPPLIES	3,533.40	
		Fund Total:	**3,533.40**
		Checking Account Total:	**197,815.47**
Checking 3			
Checking 3 Fund: 05 ACTIVITY FUND			
A-RELIEF SERVICES INC	SERVICES	620.00	
AFTER HOURS SPORTS LLC	MEDIA PROMOTION	500.00	
BAYLOR ENTERPRISES INC	TEST PREP	5,500.00	
BSN SPORTS LLC	SUPPLIES	3,213.32	
CONCORDIA UNIVERSITY	TUITION REIMBURSEMENT	2,500.00	
FRUITFUL DESIGN & STRATEGY	SERVICES	794.68	
GROSS HIGH SCHOOL, DANIEL J	REGISTRATION	180.00	
HAUFF MID-AMERICA SPORTS INC	SUPPLIES	95.00	
HY-VEE STORES	FUEL/SUPPLIES	324.70	
JOHNSON, SEAN	OFFICIAL	30.00	
JONES T-SHIRTS, INC.	SUPPLIES	488.62	
SHEPARD GYM FLOORS		3,651.50	
SIDELINE POWER LLC	SUPPLIES	3,344.00	
TRANSFER EXPRESS INC	SUPPLIES	274.54	
US BANK NA	FUEL PURCHASES	427.31	
		Fund Total:	**21,943.67**
		Checking Account Total:	**21,943.67**

Vendor Name		Vendor Description	Amount
Checking	1		
Checking	**1**	**Fund: 01 GENERAL**	
MEAD, BRADLEY		TRAINING	225.00

Fund Total:	**225.00**
Checking Account Total:	**225.00**



From the Superintendent's desk

Superintendent Dr. Richard E. Hasty

Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment.

PCS Superintendent Weekly Update

Aug. 11, 2023

Welcome Back to School!

All students and staff members return to school next week. We are looking forward to a great 2023-2024 school year with everyone!



Four Family, Career, and Community Leaders of America (FCCLA) members attended & competed at the National Students Taking Action with Recognition (STAR) competition in Denver, Co in July of 2023.

Wyatt Cook- Career Investigation-Gold Medalist -15th Place
M. Todd- Culinary Arts- Silver Medalist- 54th Place
Tucker Volwiler- Baking & Pastry- Bronze Medalist -35th Place
Lauren Albers -Presented her STAR project on mental health at the

FCCLA showcase!



If you missed the great performance of our PHS Band at the exhibition, come and check them out at our home football games, the Plattsmouth Harvest Festival parades, or the Cass County Fair.



Congratulations to our baseball players and coaches for earning first place in the Class B Legion State Baseball Tournament!



2023-2024 Open Houses are scheduled for our early childhood center/Head Start, elementary school, middle school, and high school. Use the links below for information about open houses.

EC/Head Start - Plattsmouth Early Childhood Center and Head Start site - Click HERE

Conestoga Head Start site (PCS is the fiscal agent) - Click HERE

ES - https://www.facebook.com/photo/?fbid=765280128716674&set=a.521910373053652

MS - https://www.facebook.com/photo?fbid=759502762638129&set=a.563771105544630

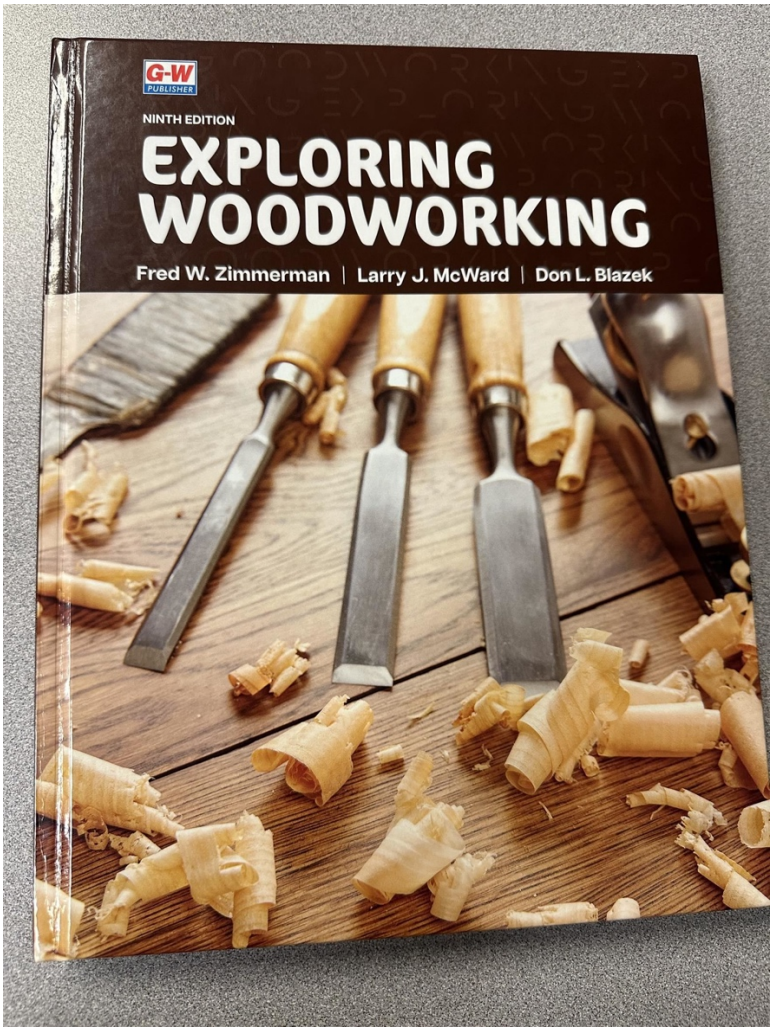
HS - https://www.facebook.com/photo?fbid=7424927212138 30&set=a.502960005167104



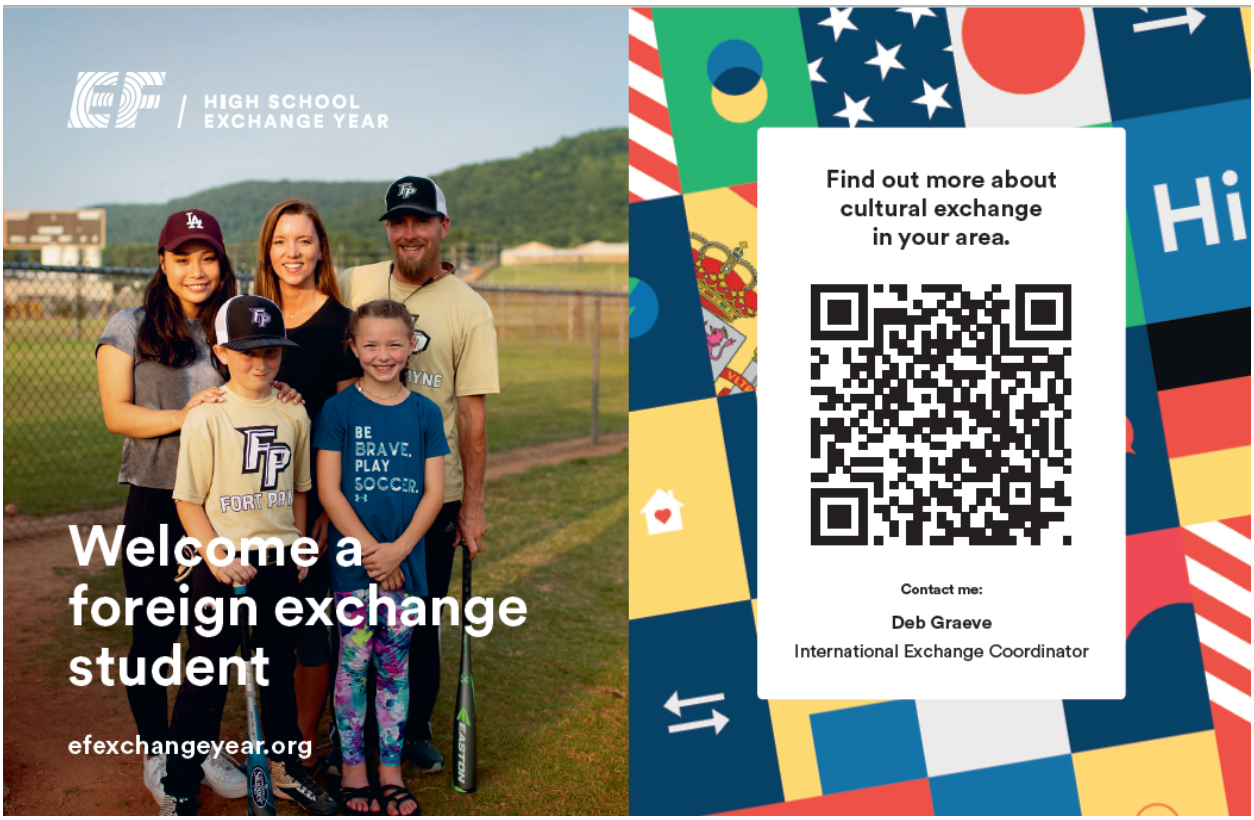
If you have not registered your children for the 2023-2024 school year, go to https://bit.ly/43tA58o for more information.



The 2023-2024 school year is about one month away. Click HERE for the 2023-2024 District Calendar.



Plattsmouth Middle School is reviewing the book Exploring Woodworking by Zimmerman, McWard, and Blazek for use in the Woods elective class. This book will be available for review at the middle school's main office. Email clarson@pcsd.org if you have any questions or concerns.



Are you interested in hosting a foreign exchange student in your home? Please use the QR code above to contact Deb Graeve for more information.



Many community resources are identified in the document that is available by clicking HERE. PCS is providing these resources via SENCA for informational purposes.



On June 12, 2023, our Board of Education approved Policy 5417 School Wellness Policy and 5417 School Wellness Policy Administrative Regulation. We welcome your feedback relative to the policy and administrative regulation. Feedback can be submitted at https://forms.gle/n3nuaQyV23avscqV9.



PCS Board of Education members and administrators have received questions and concerns relative to media materials (i.e. books) that are available in our school libraries. Various materials are being reviewed, and our Board of Education approved a revised Policy 6300 and related forms that are available on the July Board agenda at https://meeting.sparqdata.com/Public/Agenda/56?meeting=588330.

Click HERE to see the list of books being reviewed at PCS. You are welcome to provide feedback about one or more of the books being reviewed by going to https://forms.gle/ySGDx8uxdkjFDDGY6. This form is to provide specific feedback about individual books. If you

want to provide general feedback about the review and Policy 6300, please read the paragraph below and use the link to Let's Talk.

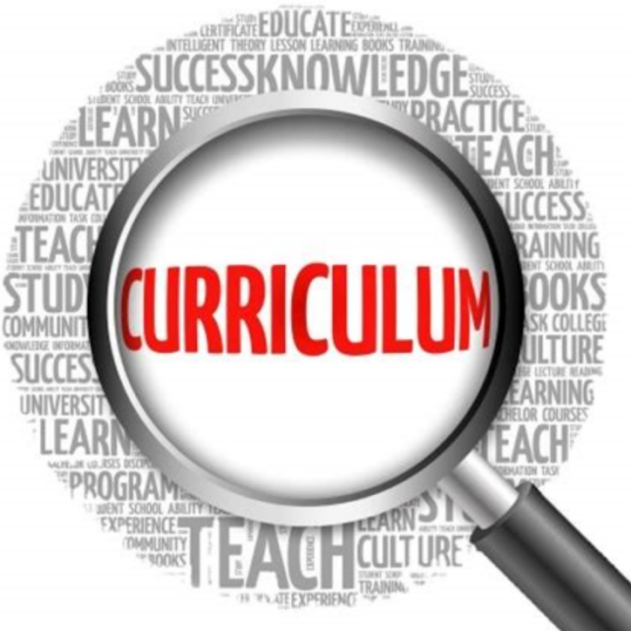
If you have questions, compliments, comments, or concerns relative to instructional materials, media materials, or Policy 6300, please utilize *Let's Talk* at the link below. Scroll down to *District Topics* and select *Instructional Services*. I believe this will be an efficient format for the district to collect feedback on the topic and allow the person that works directly with reviewing instructional and media materials in buildings throughout the district to provide a timely response.

https://www.k12insight.com/Lets-Talk/embed.aspx?k=WY6F7YIT

Watch the recording of our Board meeting from Mon., July 10, 2023, on Blue Devil Television (BDTV) at https://www.pcsd.org/bdtv for more information.



Have you seen the inside of our career and technical education (CTE) building? Click HERE and go to our career academies website. Scroll down the page to view a one-minute video tour from inside the CTE building.



New English Language Arts (Reading) Programs

Plattsmouth teachers worked hard to select great English Language Arts programs for our students. On May 8, 2023, our Board of Education approved the purchase of the following programs.

K-5: Into Reading (HMH)

6-12: My Perspective (SAVVAS)

For more information, contact Dr. Cherie Larson (clarson@pcsd.org).



As of March 1, 2023, the Nebraska Department of Health and Human Services (DHHS) has begun reviews of Medicaid eligibility. More information is available at https://sarpycasshealthdepartment.org/programs-services/medicaid.html.



Congratulations to our new head high school coaches. Thank you to Kevin Tilson and Rick Titus for their commitment to our boys and girls basketball programs, Rick Titus for his commitment to our softball program, and Ashley Classen for her commitment to our volleyball program.

Head Boys Basketball - Connor Dukes

Head Girls Basketball - Justin Widick

Head Softball - Katie Bashus (Zimmerer)

Head Volleyball - Katie Serkiz

Head Cheer - Taylar Balfour

Co-Head Track Coach - Jaima Negrete



PCS is hiring! Click HERE to view our open positions.

FOOD RESOURCES

for Nebraskans and Iowans

Food Bank for the Heartland works with 544 Network Partners, including pantries, schools, churches, emergency shelters and other non-profit organizations to ensure consistent access to healthy foods.

USE THE RESOURCES BELOW TO GET CONNECTED WITH FOOD IN YOUR COMMUNITY:

VISIT THE FOOD BANK WEBSITE

Scan the QR code or go to **www.FoodBankHeartland.org** and click on "FIND FOOD" for an interactive map showing our partner food providers and mobile pantries.

Scan me!

CALL THE SNAP/FOOD RESOURCE HOTLINE

Food Bank for the Heartland's SNAP Outreach team can help you find a pantry, walk you through the SNAP (formerly Food Stamps) application process, and access additional community resources. Se habla español.

NEBRASKA	IOWA
1-855-444-5556	1-855-944-3663
Mon-Fri: 8am-6pm	Mon-Fri: 8am-5pm

11.14.22

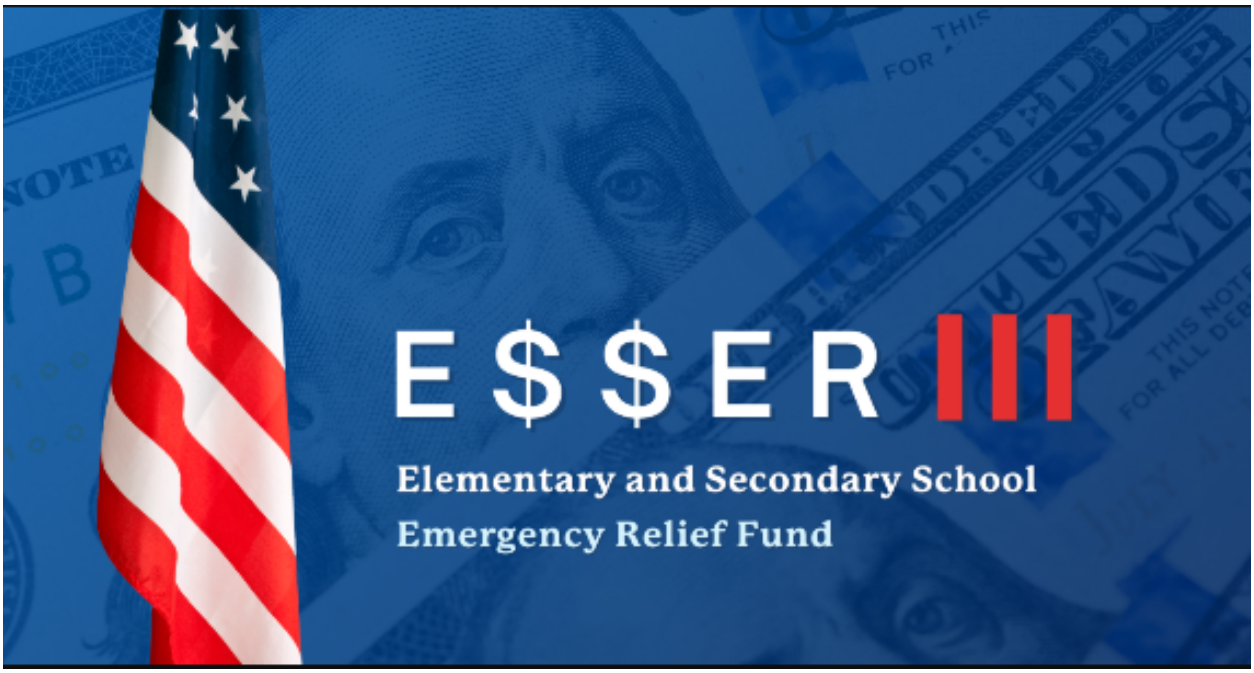
For additional support, including non-food resources, please call 211.

FOODBANK FOR THE HEARTLAND | MEMBER OF FEEDING AMERICA | FoodBankHeartland.org | Iowa Food Bank Association

Please check out the flyer from the Food Bank for the Heartland that includes information about food resources. A website and QR code are available to find food using an interactive map that shows partner food providers and mobile pantries. Click HERE for a PDF version of the document.

Board Meeting Minutes

Draft minutes from our Board of Education meeting on July 10, 2023 are available by clicking HERE.



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

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 the 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.



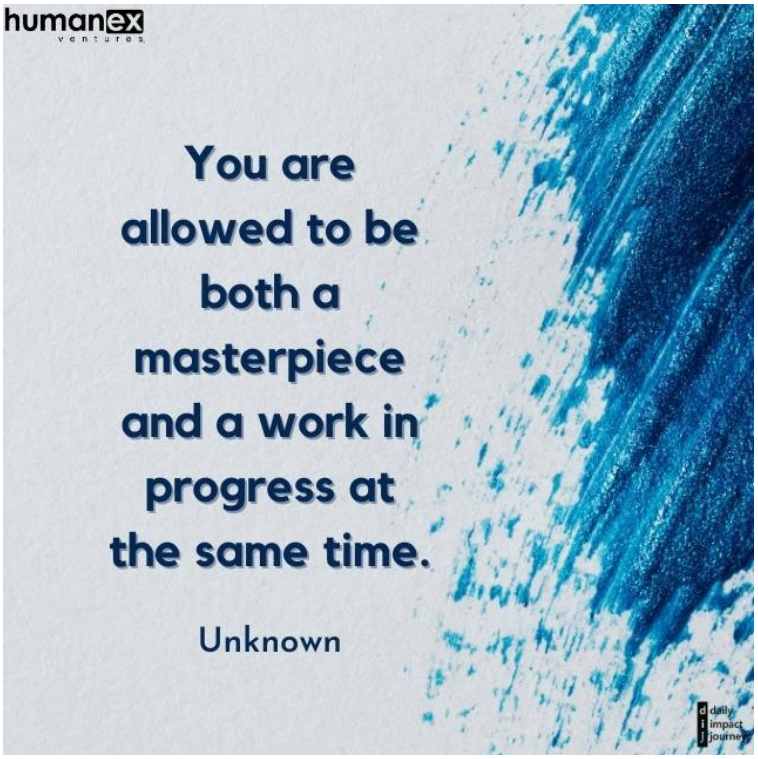
Thank you to everyone that provided input relative to our 2020-2021 COVID-19 protocols and items for consideration in the development of our *2021-2022 PCS Plan for Safe Return to School* which is available by clicking the link below. As part of our ESSER funding, we are required to post and periodically 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 2022-2023 PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!



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
August 14, 2023

Plattsmouth High School Enrollment
Freshman- 137
Sophomores-117
Juniors- 119
Seniors- 101
Other- 11
Total- 485

Helping students find their path in a **P**ositive **R**espectul **I**ntentional **D**etermined and **E**ngaged learning environment.

High Academic Achievement and Professional Learning Communities (PLC)

- Custodians and maintenance have been busy getting the school ready for students and staff. They have done an excellent job and our school looks ready for everyone!
- Back To School Night will be August 15 from 5:30 pm - 7:00 pm
- Freshman Day will be on August 16.
- Academy Kickoff Day will be on August 17. Team Concepts will lead students and staff through various activities to develop kindness, leadership, respect, and encouragement for others.

Students and staff have been busy throughout the summer participating in curriculum development along with various camps and conferences in preparation for the upcoming school year.

Guidance Counselor Report
Counselors have been busy registering new students and adjusting schedules for students. We have enrolled 27 new students.

Academy Report

Two PHS Staff Members and two PHS Administrators attended the Nebraska Career Education conference in Kearney, NE June 5-7,2023. Sessions applying to all CTE fields were offered along with focused training on MTSS & CTE alignment.

The number of Career Academy Sponsors has nearly doubled to 29 sponsors for this school year. Sponsors are categorized into Platinum, Gold, Silver and Bronze level sponsors according to donation levels. The financial support provided by Career Academy Sponsors provides speakers/facilitators for student activities, professional development opportunities, branding/marketing materials and Academy shirts for all students and staff.

These sponsors will be displayed in the High School gym and at Blue Devil Stadium on a banner, thanking them for their support.

A Community Connections Brunch was held for the second year on July 19, 2023. There were approximately 50 people in attendance for the event which was catered by the Blue Devil Chefs. This event provides an opportunity to thank our Career Academy Sponsors, Advisory Board Members and Mentors as well as reaching out to other area businesses and organizations to connect them with the Academies.

Athletic/Activities Report

Fall activities are underway. The Marching Band held their annual exhibition Friday, August 4th. Show Choir had camp the week of August 7th. Fall sports kicked off practice on August 7th. Softball numbers are up, we should be able to play a few JV innings. Volleyball numbers will be around 25, football between 53-63, girls golf is projected 7 and cross country will have around 22. We are looking forward to seeing hard work and improvement.

Organization Development and Capacity
The 2023-2024 school year will focus on the following points:
1. Continuing the growth of Wall-to-Wall Academies and expanding internship opportunities.
2. Concentrating on 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
August 14, 2023
Current Enrollment Numbers for 2023-24

5th-82
6th-101
7th-102
8th-108
Total-370

I want to recognize Sherri Johnson, Sara Lozzi and Bob Dzuris. Sherri has put in countless hours on our new schedule. We believe her hard work will pay off. I anticipate much success this year due to her work. Sara will be our new Health Aid. Bob will be our new 8th grade Science teacher. Both have hit the ground running. I appreciate their positive attitudes. We are all excited to have them here at PCMS.

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 Report
Dr. Amber Johnson, Elementary Principal
August 14, 2023

1. **2023-2024 Student Enrollment:** *As of Aug. 1, 2023*

Grade	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Kdg.	83	88										
1st	80	80										
2nd	92	89										
3rd	94	98										
4th	95	98										
Total	444	453										

2. **Welcome to the 2023-2024 School Year -**

We are excited for this upcoming 2023-2024 school year! We are certainly ready to get back into the routine with our students and families. As noted, our teachers have been working hard on learning about our new English Language Arts curriculum, *"Into Reading"*. It will be a joy to see great teaching and learning happening within our classrooms!

3. **2023-2024 PES Blue Bucks and Blue Devil of the Month -**

This upcoming school year, PES will continue to recognize our students with PES Blue Bucks and the Blue Devil of the Month.

We are looking forward to teaching our students to buildingwide common area expectations while reinforcing these expected behaviors with Blue Bucks! Beginning Friday, August 25, 2023, we will begin announcing Blue Buck winners each and every Friday until the end of the school year.

Additionally, our Blue Devil of the Month recognition program will kick off in September. One student per class is nominated based on specific criterion as outlined in the our building wide Blue Devil of the Month decision rules. Students will be recognized in each Board of Education report beginning in October.

4. **2023-2024 Upcoming Fall Assessments -**

During the month of August and early September, students will be administered a variety of assessments including NWEA MAP, DRA2, STAR, and Really Great Reading Inventory (Grades K-2). Each of these assessments will assist our educators in making informed decisions about individual student learning. Fall NWEA MAP data will be shared with the Board of Education in October. The results will assist with our continuous improvement efforts.

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
August 2023

Early Childhood Numbers as of: 08/01/2023
Enrollment:
Accepted for Tuition/Head Start for 2023-2024:

PECC	67
Conestoga Head Start	14
Total for Head Start	**81 out of 100**
Tuition at PECC	29
Total Enrollment for PECC/Conestoga	*110*

Birth to Three Program Enrollment Report:

Sixpence	
Birth to 5 Special Education Home/Community Based/Speech	
Early Head Start	**8 out of 10**

Head Start Grant Information:
The Fiscal Year (FY) 2023 continuation grant application was due on Oct. 1st, 2022. The grant was submitted on 9/29/2022. The chart below outlines the funding amounts for the grant for fiscal year 2023.

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	$161,172	10
Total Grand Funding	**$1,187,190**	**110**
In-Kind (non-federal share) for HS & EHS	$296,948	
Total Grant Amount	**$1,484,738**	

The following table reflects the COLA and Quality Improvement increases available for FY 2023

Funding Type	Head Start	Early Head Start
Cost-of-Living Adjustment (COLA)	$58,390	$9,150

Quality Improvement (QI)	$28,302	$4,217
Total Funding		$100.059

Office of Head Start Communications:

- Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients ACF-IM-HS-23-04
- Treatment of Rebates, Refunds, Discounts, and Similar Cost Savings ACF-IM-HS-23-03
- American Indian and Alaska Native (AIAN) Head Start Eligibility Through Tribal TANF ACF-IM-HS-23-02
- The application for funding for the upcoming budget is due by October 1, 2023.

Personnel:

- We would like to welcome:
- Dolores Morales Perez from a paraeducator to ECSE
- Marcy Wilfong - ECSE
- Rebecca Knacke - Paraeducator
- We are still looking for more paraeducator positions to support PECC

Policy Council:

Next meeting is scheduled for Sept.>>> , 2023 at 6pm in person and zoom.

Trainings:

- Whole Body Classroom- will be 2 and ½ days offered to all PECC staff members. 1 day will be presented on site during training at the beginning of the year, the second day will be during the September training, and the 3rd half day will be in Oct.
    - This training focuses on the wellness of the teacher and how their positive approach will support and enhance learning in their classroom. With lots of ideas and support for the students as well.

Respectfully submitted,

Mrs. Juli Beck, Cass County Head Start Director

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
August 2023

Continuation Grant from 1/1/2023 to 12/31/2023		**$ 1,484,738**
Total Head Start Grant Funds from 1/1/2023 to 12/31/2023		$ 1,282,523
Total Early Head Start Grant Funds from 1/1/2023 to 12/31/2023		$ 202,215
Head Start Expenditures for the Month of: May/June/July 2023		$ 6,359
Early Head Start Expenditures for the Month of: May/June/July 2023		$ 349.22
Total Grant Period Expenditures 1/1/2023 to 12/31/2023		
Head Start		$381,788
Early Head Start		$ 29,527
Percent of Budget 1/1/2023 to 12/31/2023		
Head Start		30%
Early Head Start		15%
In-Kind for the Month of: May/June/July 2023		$19,735
In-Kind Credited to Date:		
Head Start	1/1/2023 to 12/31/2023	$ 93,249
Early Head Start	1/1/2023 to 12/31/2023	$ 14,166
Total	1/1/2023 to 12/31/2023	$108,181
Percent of Required In-Kind For Fiscal Year 2023		
Head Start ($256,505 total required)		36%
Early Head ($40,443 total required)		35%
Total Required ($296,948)		36%
Head Start Nutrition Expenditures for the Months of: April/May 2023		$16,170

Meals Served in the month of May 2023

Conestoga: Breakfast: 220 Lunch: 226 **Plattsmouth:** Breakfast:1,050 Lunch: 1,043

Treatment of Rebates, Refunds, Discounts, and Similar Cost Savings

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-03

Treatment of Rebates, Refunds, Discounts, and Similar Cost Savings
ACF-IM-HS-23-03

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-IM-HS-23-03
2. Issuance Date: 07/10/2023
3. Originating Office: Office of Head Start
4. Key Words: Rebate; Refund; Discount; Cost Reduction; Cost Savings; Applicable Credits; E-Rate Program

Information Memorandum

To: Head Start and Early Head Start Recipients and Subrecipients

Subject: Treatment of Rebates, Refunds, Discounts, and Similar Cost Savings

Information:

Head Start recipients receive a wide variety of rebates, tax credits, refunds, discounts, and similar cost savings that affect the net cost of goods and services or are received as cash payments, such as insurance proceeds and cash-back credit card rewards. Applicable credits are addressed in the Uniform Guidance at 45 CFR §§75.406, 75.402, 75.453, and within the HHS Grants Policy Statement I-22, II-28, II-62, II-65, B-2. As defined in 45 CFR §75.406:

> (a) Applicable credits refer to those receipts or reduction-of-expenditure-type transactions that offset or reduce expense items allocable to the federal award as direct or indirect (F&A) costs. Examples of such transactions are as follows: purchase discounts, rebates or allowances, recoveries or indemnities on losses, insurance refunds or rebates, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by

> the non-federal entity relate to allowable costs, they must be credited to the federal award either as a cost reduction or cash refund, as appropriate.
>
> (b) In some instances, the amounts received from the federal government to finance activities or service operations of the non-federal entity should be treated as applicable credits. Specifically, the concept of netting such credit items (including any amounts used to meet cost sharing or matching requirements) must be recognized in determining the rates or amounts to be charged to the federal award. (See §§75.436 and 75.468, for areas of potential application in the matter of federal financing of activities.)

The purpose of this Information Memorandum (IM) is to provide guidance on cost-saving measures and how the savings should be treated by the recipient toward the Head Start award. The IM will also guide recipients in ensuring that direct and indirect cost reductions or cash refunds that relate to a Head Start award are reflected in the recipient's accounting practices, allocated correctly, and returned to the federal award appropriately. This IM supersedes ACF-IM-HS-12-09.

Example of the E-Rate Program

The E-Rate program was implemented in 1997 by the Federal Communications Commission (FCC) and is administered by the Schools and Libraries Division of the Universal Service Administrative Company (USAC). The E-Rate program is intended to ensure that all eligible schools and libraries have affordable access to telecommunications and information services. Some Head Start and Early Head Start recipients are eligible for E-Rate program participation. Service discounts range from 20% to 90% depending upon local income and urban or rural location. In order to be eligible to receive support from the E-Rate program, Head Start entities must meet the federal and state definitions of elementary school. This means that the state must first consider these facilities to be schools and then USAC will determine if Head Start schools in a particular state are eligible.

It is possible that some Head Start programs in a state will be able to meet both parts of the test and, therefore, be eligible for funding, while others will not. For example, a Head Start center that is not considered a school in a particular state is not eligible for funding even if the Eligibility Table indicates that Head Start facilities in that state are eligible. You should check with your state department of education for more information on your status.

E-Rate participants have two payment options (exercisable at the participant's discretion) for their covered telecommunications and information services:

1. The user pays only the non-discount portion of the telecommunications and information services cost to the service or equipment provider, who, in turn, seeks reimbursement from the E-Rate Program Administrator for the discounted amount.
   OR
2. The user pays their telecommunications and information services bill in full and seeks reimbursement payments for the amount of the discount from the E-Rate Program Administrator via the service or equipment provider.

Additional information can be found at the FCC and USAC E-Rate sites.

Option 1 is recommended for E-Rate participants to fully realize the benefit of the program. This option allows the recipient to take the discounted amount before the transaction and maintain the savings in the current operations budget. If the recipient chooses to utilize option 2, the reimbursement is categorized as applicable credits. Applicable credits cannot be classified as program income and, as such, are not included in the total cost of a federal award. In these instances, the applicable credits must be credited to the federal

government as a cost reduction (if received during the same project period as charges were made) or cash refund (if received after the project period in which charges were incurred has ended). Recipients should refer to the Program Support Center (PSC) guidance on returning funds/interest. For records and awareness, the recipient must provide the Office of Grants Management with a copy of the documentation submitted to PSC.

Because of the diverse characteristics and accounting practices of recipient organizations, it is not possible to specify every type of receipt or reduction-in-expenditure that recipients may encounter. Using the table below as a guide, recipients must ensure that all direct and indirect cost reductions or cash refunds that relate to a Head Start award are reflected in the recipient's accounting practices and allocated to the cost of necessary Head Start goods and services. Please note, it is not the Office of Head Start's intention that changes be made to recipients' accounting systems or policies on the basis of this IM. Recipients may continue with current accounting practices for applicable credits if compliant with 45 CFR Part 75 and the generally accepted accounting principles.

Treatment of Receipts and Negative Expenditures that Offset or Reduce Direct or Indirect Cost Items

Type of Receipt or Negative Expenditure	Treatment	
	Cost Reduction[1]	Cash Refund[2]
Discounts	X	
Rebate taken before payment is completed	X	
Credits received during the same project period	X	
Refund received during the project period in which related cost was incurred	X	
Credits received after the end of the project period		X
Refund received after the project period in which related cost was incurred		X
Refund given in the form of credit to existing account with no actual cash refund and not related to an individual cost, regardless of when received		X
Insurance claim proceeds if funds were awarded for the same purpose		X

If you have any questions regarding this IM, please contact your regional office.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Information Memorandum:
ACF-IM-HS-23-03: Treatment of Rebates, Refunds, Discounts, and Similar Cost Savings (344.82 KB)

[1] Cost reduction requires the recipient to reduce (net) the amount of the cost charged to the Head Start award to reflect the rebate or similar reduction in cost.
[2] Cash refund requires the recipient to show the amount in excess of the Head Start award and return the funds to the U.S. Treasury through Program Support Center.

Historical Document

Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-04

Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients ACF-IM-HS-23-04

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-IM-HS-23-04
2. Issuance Date: 07/11/2023
3. Originating Office: Office of Head Start
4. Key Words: Monitoring; FY 2024; CLASS®

Information Memorandum

To: All Head Start and Early Head Start Recipients

Subject: Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients

Information:

Section 641A of the Improving Head Start for School Readiness Act of 2007 requires the Office of Head Start (OHS) to implement ongoing monitoring of all programs receiving federal funds. This Information Memorandum (IM) outlines the OHS monitoring process for Fiscal Year 2024 (FY24) and shares the updated process to conduct Focus Area 1 (FA1), Focus Area 2 (FA2), and Classroom Assessment Scoring System (CLASS®) reviews.

During the FY24 program year, CLASS scores will be used for Designation Renewal System (DRS) determinations as described in 45 CFR §1304.11(c). As a reminder, from the spring of 2020 through spring of 2023, OHS did not use CLASS scores for DRS determinations due to the COVID-19 pandemic. 45 CFR §1304.17 of the Head Start Program Performance Standards (HSPPS) allows OHS the flexibility to make DRS determinations without one or more of the data elements required in 45 CFR §1304.11 in instances where a major disaster, emergency, or public health emergency makes some data elements unavailable.

Since the public health emergency related to the COVID-19 pandemic has ended, OHS can no longer utilize this flexibility.

FY 2024 Monitoring Reviews

Review Type	FY24 Implementation	Start Date
FA1	FA1 reviews will be conducted through a virtual format.	October 2023
FA2	FA2 reviews will be conducted using a hybrid model, which is a combination of on-site and virtual monitoring.	October 2023
CLASS®	Grant recipients will have the opportunity to self-record and submit their own videos or request an on-site CLASS review.	October 2023
Follow-up Reviews	Follow-up reviews will be conducted either in-person or virtually by the OHS regional office.	Start dates will coincide with the end of the corrective action period.
Other	OHS reserves the right to conduct special off-site or on-site reviews.	As needed

FA1 Reviews

The FA1 review is an opportunity for grant recipients to describe their approach and plan for providing high-quality services to children and families. This focus area informs OHS's understanding of each grant recipient's foundation for program services, as they describe their approaches to staffing structure, program design and governance, education, health and family services, and fiscal infrastructure.

FA2 Reviews

The FA2 review is an opportunity for grant recipients to demonstrate their effective implementation of high-quality services to children and families that meet Head Start requirements. This focus area broadens OHS's understanding of each grant recipient's performance and determines if programs are meeting the requirements of the HSPPS, Uniform Guidance, and Head Start Act.

CLASS® Reviews

Section 641A(c)(2)(F) of the Improving Head Start for School Readiness Act of 2007 requires OHS to assess the quality of teacher-child interactions using a valid and reliable observation measure. OHS will continue to use the 2008 edition of the CLASS Pre-K Teacher-Child Observation Instrument to meet this requirement.

For FY24, an updated process will be used to conduct CLASS reviews. Grant recipients that are scheduled for a CLASS review will have the option to self-record and submit their own videos for their monitoring review.

In some cases, grant recipients will not meet the criteria related to technology requirements and/or staffing resources needed to submit their own videos. If these criteria cannot be met or if other concerns are identified, grant recipients can request an in-person CLASS review.

All grant recipients will have the opportunity to attend information sessions specifically developed to discuss FY24 CLASS options, including a group of sessions convened specifically for American Indian and Alaska Native grant recipients.

Scheduling

Each year, grant recipients are required to submit an accurate calendar of availability. The information is used to schedule monitoring reviews by OHS regional office staff. The availability calendar also gives grant recipients a way to inform OHS as to when their program is not operational and when children are not in session. Grant recipients should update their calendars immediately, as changes in program availability occur. Please note that OHS is unable to accommodate requests to reschedule reviews. OHS also reserves the right to conduct unannounced reviews at any time.

Grant recipients scheduled to receive a monitoring review in FY24 will receive a notification letter 45 to 60 days before the start of the event (depending on type of monitoring review). Grant recipients can expect a planning call with their assigned review coordinator to discuss their review. During the initial call, recipients may share their program's current service delivery options.

If you have any questions or concerns regarding the FY24 monitoring season, please contact your regional office.

Thank you for the work you do on behalf of children and families.

Sincerely,

/Khari M. Garvin/

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Information Memorandum:
ACF-IM-HS-23-04 Fiscal Year 2024 Monitoring Process for Head Start and Early Head Start Recipients
(289.34 KB)

Historical Document

American Indian and Alaska Native (AIAN) Head Start Eligibility Through Tribal TANF

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-02

American Indian and Alaska Native (AIAN) Head Start Eligibility Through Tribal TANF
ACF-IM-HS-23-02

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-IM-HS-23-02
2. Issuance Date: 05/23/2023
3. Originating Office: Office of Head Start
4. Key Words: Head Start; Eligibility; TANF; Tribal; AIAN; American Indian Alaska Native; Public Assistance

Information Memorandum

To: American Indian and Alaska Native Head Start Agencies

Subject: American Indian and Alaska Native (AIAN) Head Start Eligibility Through Tribal TANF

Information:

The Office of Head Start (OHS) administers AIAN Head Start programs in partnership with Tribes. Through a nation-to-nation relationship, OHS regularly engages with Tribes to understand the special circumstances of AIAN Head Start programs and to support Tribal sovereignty. Through regular consultation, Tribal leaders and Tribal Head Start program administrators have indicated that Tribes should exercise appropriate discretion in determining which children should be eligible and prioritized for Head Start services. OHS affirms that Tribes — to the maximum extent possible under the Head Start Act — should determine eligibility for Head Start and which children would most benefit from Head Start services. This information memorandum (IM) explains how AIAN programs can maximize the use of an existing eligibility criterion to enroll additional Tribal children, which expands tribal control and decision making in determining which children to serve in Head Start.

Specifically, this IM reminds AIAN Head Start programs that if families are eligible for benefits and services funded by tribal TANF, then they also meet categorical eligibility requirements for Head Start. Congress established Head Start eligibility criteria in Section 645(a)(1)(B)(i) of the Head Start Act to include families with incomes at or below the federal poverty level and families eligible for public assistance. Families eligible for public assistance are categorically eligible for Head Start services. Categorical eligibility allowances consider family circumstances rather than income to determine eligibility for Head Start. Children experiencing homelessness, children in foster care, and families who receive, or are eligible to receive, public assistance in the form of Supplemental Security Income, Supplemental Nutrition Assistance Program, and TANF are eligible for Head Start services solely on the basis of these circumstances. While the guidance in this IM does not create new policy, OHS believes prior guidance issued on TANF eligibility has not explicitly addressed tribal TANF benefits and services in addition to cash assistance as a means for Head Start eligibility.

As Tribal governments have flexibility in establishing tribal TANF eligibility and because they administer AIAN Head Start programs, they are uniquely positioned to leverage TANF as a means for categorical eligibility under public assistance. The Administration for Children and Families (ACF) reminds tribes administering tribal TANF and AIAN Head Start they have the ability to identify tribal members and other individuals who are eligible for tribal TANF (including all TANF benefits and services, not just cash assistance) as being eligible for AIAN Head Start program enrollment. Note that this approach does not guarantee a tribal TANF participant's enrollment in a Head Start program, as programs must adhere to their recruitment and selection criteria to ensure they prioritize enrollment for those who may benefit most from Head Start services.

Overview of AIAN Head Start Eligibility and the Need for Policy Guidance

AIAN Head Start programs are operated by tribal governments, tribal colleges, or tribal agencies. The eligible population for Head Start includes pregnant women[1] and families with a child from birth through age 5. The Head Start Act allows up to 49% of an AIAN Head Start program's enrollment to be comprised of enrollees in the over-income eligibility criterion if 1) all eligible pregnant women or children who wish to be enrolled from Indian and non-Indian families living within the approved service area are served, and 2) the tribe has resources within its grant to enroll pregnant women or children whose family incomes exceed low-income guidelines or who are not otherwise eligible. A minimum of 51% of the AIAN program enrollment must be comprised of income-eligible families, children experiencing homelessness, children in foster care, or families who receive, or are eligible to receive, public assistance. Families who receive, or are eligible to receive, tribal TANF, would count toward the minimum 51% of income-eligible families irrespective of their actual income. Understanding tribal TANF eligibility and its relationship to Head Start eligibility creates a flexibility for tribes to make decisions about Head Start enrollment for AIAN Head Start grant recipients.

Overview of Tribal TANF

Tribal TANF gives federally recognized Indian tribes the ability to apply for and receive funding to operate their own TANF programs. When Congress established the TANF program in the Personal Responsibility and Work Opportunity Act, Public Law 104-193, it recognized that tribes are in the best position to design TANF programs for the populations they serve. As of 2022, there are 75 approved tribal TANF programs which serve over 280 federally recognized Tribes and Alaska Native Villages.

Tribes receive federal funding as a block grant to design and operate tribal TANF programs and may use their TANF funds in any manner reasonably calculated to accomplish the following four purposes of TANF:

Provide assistance to needy families so that children can be cared for in their own homes or in the homes of relatives. End the dependency of needy parents by promoting job preparation, work, and marriage. Prevent and reduce the incidences of out-of-wedlock pregnancies. Encourage the formation and maintenance of two-parent families.

Tribal TANF may provide direct cash assistance for families in need. Because TANF cash assistance provides payments to individual families, it is the easiest to document and therefore the type of TANF assistance most often considered for Head Start eligibility. However, the tribal TANF block grants fund many other services that promote one or more purposes of TANF. Tribal TANF funds provide support for a broad range of benefits and services in addition to cash assistance, including but not limited to workforce training, counseling, case management, transportation, adolescent pregnancy prevention, and healthy marriage education. Families with a child from birth through age 5, or pregnant women who are eligible for any tribal TANF benefits and services also can be eligible for Head Start due to being eligible for TANF public assistance.

Tribes have great flexibility in Tribal TANF program design and implementation, including defining elements of their program such as eligibility, service area and service population (e.g., all Indian families in the service area or only enrolled members of the tribe), and the nature of the benefits and services provided. TANF benefits and services that fulfill purposes one and two outlined above are limited to "needy" families, and Tribes have broad discretion in establishing the standards for determining which families are needy. Moreover, the benefits and services associated with TANF purposes three and four are not limited to those who are needy. The flexibility inherent in tribal TANF for establishing eligibility criteria is particularly relevant for this policy guidance and its implications for determining eligibility for AIAN Head Start.

Implementation of Policy Guidance

Tribal governments must adhere to Head Start requirements for determining, verifying, and documenting eligibility when implementing this policy guidance. Head Start Program Performance Standard (HSPPS) 45 CFR §1302.12(i)(2) requires documentation from either the State, local, or Tribal public assistance agency that shows the family either receives public assistance or is eligible to receive public assistance. Because Head Start requires documentation of eligibility for public assistance, Tribes must determine the process for establishing documentation that works best for their unique population. AIAN programs must also adhere to the age requirements in 1302.12(b) and maintain criteria for prioritizing enrollment for children would most benefit from Head Start services.

Any approach adopted by tribes must also align with the eligibility for tribal TANF as stated in the tribal TANF plan. Tribal governments should review their Tribal TANF plan to determine who is currently eligible for TANF benefits and services and may amend the plan if necessary to reflect the Tribe's decisions about who should be eligible for TANF benefits or services. For instance, if the current tribal TANF plan does not currently include all families of a child from birth through age 5 as eligible, and tribes wish to expand eligibility to all such families, the tribe may submit a TANF plan amendment. Once the tribal TANF plan has been approved, the tribe has discretion on the process they use to document eligibility for tribal TANF and on how they communicate that eligibility to AIAN Head Start programs and families. Additional details regarding documentation and communication to AIAN families are provided in subsequent paragraphs.

ACF suggests some approaches to consider that include, but are not limited to:

- **Utilizing the tribal TANF plan as documentation.** If the current tribal TANF plan has defined its eligibility criteria to include all families with a child from birth through age 5 as eligible for TANF cash assistance, benefits, or services, this means these families are considered eligible for public

assistance, and therefore, eligible for Head Start services. Since the Tribal TANF plan is issued by the tribal public assistance agency, a Head Start program could include a copy of this tribal TANF plan, or the specific section that indicates a child's eligibility, in each enrolled child's file to satisfy Head Start eligibility documentation. Or the tribe could develop a one-page statement confirming the Tribe's determination that all tribal members are eligible for TANF benefits or services, and therefore meet eligibility requirements for Head Start services, and that statement could be included in each enrolled child's file.

- **Issuing a letter to communicate eligibility to AIAN families and use as documentation.** Tribes have the discretion to determine what the process of issuing a letter may look like. We offer several approaches for consideration:
    - Tribal TANF offices might consider issuing a letter to all families who receive or are eligible to receive tribal TANF benefits or services to notify families that they are eligible for Head Start services.
    - Tribal TANF offices might consider issuing a letter directly to all AIAN Head Start programs stating that all families with children under the age of 5. are eligible for tribal TANF benefits or services and therefore, eligible for Head Start services.
    - Tribes could have a template of a letter onsite at the Head Start program and could fill it in during the intake process, including the name of the child whose family is receiving or eligible for TANF benefits or services. After the template is filled out with the child's name, the AIAN program would then take the letter to the tribal TANF office for signature.
    - Tribes might consider encouraging families in the tribe's tribal TANF service population to individually seek their own documentation from their tribal TANF office stating they receive, or are eligible for tribal TANF benefits or services, and as such, they are eligible for Head Start services.

If a tribe decides to issue a letter, regardless of the process they choose, the letter must include the beneficiary's name, the tribe's name, and confirmation that the beneficiary receives or is eligible to receive tribal TANF benefits or services per the tribal TANF plan. The letter must be issued by the State, local, or tribal public assistance agency. Including a copy of this letter in each enrolled child's file would satisfy Head Start eligibility documentation requirements.

Utilizing the tribal TANF plan to extend Head Start eligibility to AIAN families reduces the burden of families navigating multiple federal program eligibility processes and supports better alignment and coordination across federal programs.

Supporting Tribal Sovereignty and Responding to Tribal Consultation

This policy guidance honors tribal sovereignty by explaining additional options to determine which tribal members most benefit from Head Start services. In government-to-government tribal consultation with HHS officials, Tribal leaders have requested categorical eligibility for tribal members. While categorical eligibility for tribal members would require statutory change, this guidance seeks to maximize existing statutory authority to make progress toward that goal.

The goal of this IM is to support tribes in maximizing enrollment of tribal families in AIAN Head Start programs. Region XI AIAN programs provide essential services to address the unique needs of tribal children and families including language and culture preservation.

Programs should contact their Region XI office with questions about this IM.

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

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Information Memorandum:
American Indian and Alaska Native (AIAN) Head Start Eligibility Through Tribal TANF (95.11 KB)

[1] The term "pregnant women" is inclusive of pregnant transgender or nonbinary people per ACF-IM-HS-22-02.

Historical Document

Plattsmouth Community Schools
Board of Education Report
Amanda Wright
Special Education Director
August 14, 2023

Special Education Student Numbers

Elementary: 96
Middle School: 68
High School: 80
Non-Public: 16
Total K-12: 260

Classified Staff Openings

PECC: 6 paraeducator positions
Elementary: 1 paraeducator position, 1 custodian position
Middle School: 1 paraeducator position
High School: 2 paraeducator positions

Job Recruitment Efforts

On August 4th, we held a job fair for open classified positions. We had 3 people attend. 2 people were hired for food service positions and 1 person for a paraeducator position, pending background checks.

On Open House Night, we will set up an information table at each building with details on openings in the District and applications.

MANDT Training

On August 15th-18th I will be attending Train the Trainer MANDT training. MANDT is our de-escalation and restraint model. I will join Claude Michel and Janetta Eipperle in being certified to train our staff.

PLUS Center

The PLUS Center has officially moved into their new space at the PACE Complex. Staff are working on getting the space set up and ready for students. Thank you to Homer, Mark, Gene, and any other staff who worked on this project!

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT APPLICATION
FOR USE OF SCHOOL FACILITIES

(Reviewed annually by the Board of Education)

Name of Organization Making Request: _____ **Date:**_____

Type of Organization and Type of Activity or Event

____ Event or activity that is designed to serve students of the District. *Describe*: _____
____ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe*: _____
____ Nonprofit community agency such as a private educational agency. *Describe*: _____
____ Group in which the majority of the members reside within the District. *Describe*: _____
____ Other. *Describe*: _____

Facilities Requested. Building: _____ **Areas:** _____

Practice/Rehearsal:Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Competitions: Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: _____

No. of Anticipated Users and Spectators: _____ Concessions/Food Served: Yes No Describe: _____

Set Up or Tear Down Required by District: _____

Type of Cleaning Required During and Afterwards: _____

Special Equipment to be Used (District & Organization): _____

FEES (To Be Completed by Superintendent or Superintendent's Designee; see page 2)

Policy Compliance and Acceptance of Liability

Applicant shall procure, at its own expense, a 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 $5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured and $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
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.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Plattsmouth Community Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

_____	_____	_____
Name, Position	Signature	Date
_____	_____	_____
Name, Position	Signature	Date

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 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, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023, May 8, 2023

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SCHEDULE OF FEES

(To be completed by the Superintendent or the Superintendent's Designee)

PLATTSMOUTH EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

FACILITIES HOURLY USE FEES SCHEDULE

(does not include fees for custodial services, audio/lighting technician, food service, etc.)

FEES ARE DOUBLE FOR GROUPS NOT RESIDING IN THE PLATTSMOUTH DISTRICT, except that they shall pay $125/hr. for use of the synthetic turf football/soccer/marching band field or baseball/softball field. If lights are needed for these fields, there will be an additional fee of $75 per hour:

Practice/Rehearsal Hours **OR** ____Fees are waived because the organization agrees to the *District Conditions for Fee Waivers* identified in Board Policy 1100 **OR** ____Fees are waived because this is deemed a civic organization that helps promote the District's mission of working in partnership to ensure Civic Engagement and the activity is designed to serve students of the District (Requires Board of Education Approval) Date of BOE Approval _____, 20___	**$10 per hour**
Competition Hours	**$10 per hour** **(effective Aug. 1, 2023)**

*Supervision fees will be assessed when a District employee is not present to supervise the activity)

Gym, Fitness Center/Wrestling Room, Commons, Lunchroom, or Media Center

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Custodial Service @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Supervision @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Auditorium

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Audio and lighting technician @ $25 per hr. ($50 min.) **Total hrs. needed** _____ **Item cost $**_____
Custodial Service @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Supervision @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Kitchen

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Food service staff member @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Custodial Service @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Athletic Fields

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Custodial Service @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Classroom

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Administration Center Board Room or Conference Room

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $25.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
$100 Custodial deposit for days when school is not in session **Item cost $**_____
Cost for Volunteer Applications **Total # of Volunteer Applications** _____ **Item cost $** _____
TOTAL COST $_____

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 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, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023, May 8, 2023, Aug. 14, 2023

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Community Relations

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Equal Access to School Facilities: Student Groups

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

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

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

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

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

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

Date of Adoption: July 13, 2009
Reviewed: Mar. 8, 2010, Mar. 14, 2011, Dec. 12, 2011, 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, Feb. 13, 2023
Revised: Aug. 14, 2023

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Longevity Incentive Program

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT LONGEVITY INCENTIVE PROGRAM

The Plattsmouth School Board recognizes the importance of retaining quality employees, in an effort to effectively and efficiently provide an optimal learning environment for students. The intent of this program is to recognize employees for their ongoing dedication to support the educational program for students in the Plattsmouth Community Schools.

PROGRAM GUIDELINES

Effective beginning with the 2022-2023 school year, and in subsequent years, PCS employees who reach the 10-year milestone or any larger five-year increment in our district at the end of a school year shall receive $500 compensation for each five-year increment. Partial years are not counted in the calculation. Years need not be consecutive and need not be in the same position. Time spent in substitute positions does not count towards years of service. Examples are included below.

Milestone	Compensation
10 years	$1,000
15 years	$1,500
20 years	$2,000
25 years	$2,500
30 years	$3,000
35 years	$3,500
40 years	$4,000
45 years	$4,500
50 years	$5,000

The 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 via electronic payroll to the employee no later than the regular payroll date next following the date on which such amounts are determined.

Adopted: March 14, 2022
Reviewed: Mar. 13, 2023
Revised: Aug. 14, 2023

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Certificated Employee Evaluation

Board Policy 4150 and Administrative Regulation 4150A

Introduction pg.1
Criteria for Evaluation and Remediation for Classroom Personnel.....pg. 4
Evaluation Process .....pg. 6
Training of Evaluators.....pg. 12
The Written Evaluation .....pg. 13
Performance Rubric.....pg. 14

Drafted 7/14/06 Policy No. 4150

Personnel – Certificated Employees

Evaluation

Teaching is the most important element in a sound educational program. Appraisals of teachers' performance of duty, competence, and professional conduct shall be made.

Appraisal of teaching service should serve these purposes.

1. To raise the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The Administration, with input from the Teachers, shall develop effective evaluation procedures and instruments. Teachers and Administrators shall have the responsibility for the maintenance of professional standards and attitudes regarding the evaluation process.

All certified staff is involved in the evaluation process. Non-classroom certified staff is also to be evaluated through a cooperative process.

Therefore, the Board delegates to the Administration the responsibility of developing, organizing and implementing a system-wide program for evaluating certificated staff and the instructional process.

Neb. Rev. Stat. §79-828 (Evaluation of Probationary Teachers)
NDE Rule 10 (Filing of Evaluation Instrument)

Adopted: August 30, 2006
Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011,
Revised: Sept. 12, 2011
Reviewed: Dec. 12, 2011
Revised: Apr. 8, 2013
Reviewed: Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022**; Revised: Oct. 9, 2023**

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TEACHER EVALUATION PROGRAM

I. INTRODUCTION

A. General

Plattsmouth Community School District works in partnership to ensure academic achievement, responsible behavior, and civic engagement. In support of this mission, the Board of Education views teacher performance evaluation as an integral part of the learning cycle and a critical element for the attainment of the district's educational goals.

In addition, the Board of Education is committed to establishing an evaluation process that provides the basis for continued employment with the school district in compliance with Nebraska Revised Statute §79-828 and NDE Rule 10. The responsibility for the development of procedures for evaluation of teachers shall rest with the Superintendent of Schools. While committed to establishing and implementing a process for evaluating teacher performance, the Board of Education and the administration reserve the right to take immediate and appropriate disciplinary action against any teacher found to be in violation of state or federal law and/or school board policy.

B. The Purpose of Evaluation

The Superintendent of Schools shall delegate the responsibility for the teacher performance evaluation process to the administrator in charge of the operating unit, hereafter referred to in this policy as the evaluator and/or building administrator. The Superintendent may, in the Superintendent's discretion, assign a different or additional administrator to be the evaluator or conduct evaluations of an individual teacher.

The teacher performance evaluation process shall:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as the measurement of satisfactory performance for individual teachers and serve as documentation for unsatisfactory performance;
- Serve as a measurement of the professional growth and development of teachers, and
- Serve as a measurement of the level of performance of teachers using the Performance Observation Record for the four teacher performance domains.

C. Definitions

For purposes of this policy, the following terms are defined below:

1. "Probationary Teachers" – has the same meaning as the phrase "probationary certificated employee" is defined in Nebraska Revised Statute §79-824(3) except for purposes here does not include administrators; generally means a teacher who has served under a contract with Plattsmouth Community Schools for less than three successive school years.
2. "Teacher" – has the same meaning as the term "teacher" is defined in Nebraska Revised Statute §79-101(9); generally means any person who is regularly employed for the instruction of students and who holds a teacher's certificate issued pursuant to the provisions of Nebraska Revised Statute §79-101 and Nebraska Department of Education Rule 10. "Teacher" does not include persons holding administrative or nursing positions or the chief administrative officer of the school district.
3. Administrator: an individual holding a supervisory administrative certificate in the state of Nebraska whose position falls under the definition of "Administration" in Policy 4101 and who has been trained in the District's evaluation process.

4. Evaluator: individuals who hold a Nebraska administrative certificate and have received the required training in the District's evaluation process.
5. "Evaluation Process" – the process designed to improve teaching performance and enhance student learning, in which a teacher is observed, provided feedback, and given written evaluation.
6. "Directed Improvement Plan" – an administrator-directed approach within the evaluation process to assist a teacher who is rated unsatisfactory in any domain.
7. "Remediation Process" – the method used to address the teaching performance of a teacher who has been identified as performing unsatisfactorily and whose performance has not sufficiently improved as a result of the Directed Improvement Plan.
8. "Performance Domain" – is the distinct aspect of teaching or realm of activities identified that forms the basis for the evaluation of a teacher.
9. "Summative Evaluation" – is a summary evaluation for a period of time that compiles the evaluator's observations during formative evaluation(s) with other sources of information, resulting in an evaluation of overall performance of the teacher.

D. Evaluation Plans

There shall be alternate plans for teacher performance evaluation for the purpose of recognizing the differences in evaluation for probationary teachers and satisfactorily performing veteran teachers. The following evaluation plans shall be used to assess teacher performance:

Plan I – Standard Model for Performance Evaluation

This plan is designed for the probationary teacher and teachers new to a building. Plan I can also be used at the discretion of evaluators for non-probationary teachers. The plan assesses teacher performance with a prescribed set of criteria, including but not limited to: goal setting, self-evaluation, teacher observations, feedback, and collaborative planning for improvement. The plan focuses on teacher performance as it impacts student learning, student achievement and student behaviors.

Plan II – Goal-Setting Model for Performance Evaluation

Alternative for non-probationary teachers:

The following shall be an alternative plan for teacher evaluation for the purpose of recognizing the differences in evaluation between probationary teachers and satisfactorily performing non-probationary teachers. A teacher or evaluator may exercise the option of returning to a Plan I process by the last day of the first semester of the school year.

The Plan II process is an alternative to Plan I and is intended to be teacher-directed in collaboration with the evaluator. It is not intended to be an addition to the comprehensive process of Plan I. This plan encourages the professional evaluatee and evaluator to collaboratively develop a unique plan based on a professional goal to increase student learning. The plan is guided by a professional goal and specific action plan(s). It culminates with a self-evaluation of the success of the plan, an evaluator's summary, and a plan for growth or improvement. Through the process, teachers are encouraged to take risks, be flexible, and try new ideas to enhance student achievement.

In this process, the Observation Record will serve as the guide for all conferences and observations. The alternative evaluation process will result in a written evaluation report document, which includes the cover sheet required to assure compliance with Nebraska statute. It

will be the responsibility of the evaluator to assure that all four domains of this policy are generally addressed in this report document.

E. Evaluation Cycle

Probationary teachers shall be observed and evaluated at least once each semester in accordance with state law. As part of the evaluation plans identified above, probationary teachers must have a minimum of two (2) observations each year and one (1) summative evaluation each year that results in a written evaluation report. Non-probationary teachers must receive at least one (1) observation each year and one evaluation that results in a written summative evaluation report each year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

The evaluation cycle and process, to the extent it exceeds the minimum required by law, is to be at the sole discretion of the evaluator. A failure to complete observations and evaluations within the designated cycle or in the manner directed by this policy shall not relieve the teacher of the responsibility to meet the standards of each performance domain, but will be addressed in evaluating the performance of the evaluator

II. CRITERIA FOR EVALUATION AND REMEDIATION FOR CLASSROOM TEACHING PERSONNEL

A. General

Four performance domains are used for evaluation and remediation of a teacher. The four domains are listed in paragraph B of this section and are further defined in the teacher Performance Observation Record. The Performance Observation Record describes the performance areas and clearly defines the performance standards required to demonstrate satisfactory/proficient performance. The Summative Teacher Evaluation Form provides documentation of the teacher's level of performance.

Any performance area evaluated as unsatisfactory must be documented according to the evaluation criteria specifically identified in the Performance Observation Record, which defines the particular performance domain(s). The evaluator may add indicators, which further explain competency.

Data sources for evaluation reports may include direct observation, anecdotal information, multiple measures of student learning outcomes, and may include but are not limited to the following:

- Discussions/conferences with teacher
- Participation in committee and staff meetings
- Review of materials and resources used
- Review of student assignments and student work
- Parent, student, and/or peer feedback
- Physical appearance of the classroom
- Disciplinary referrals
- Review of lesson plans and curricular scope/sequence
- Review of assessment tools/measures
- Documentation of professional growth experiences
- Documentation of policy/procedure compliance

B. Performance Domains

The Performance Domains describe the identified areas of performance expectations used for teacher evaluation. The components of the Performance Domains listed below consist of broad evaluative statements, which are more fully defined in the Performance Observation Record used to identify specific performance levels.

1. **Performance Domain 1: Planning and Preparation**

   The components in Domain 1: Planning & Preparation describe how teachers organize instruction for student learning. It is difficult to overstate the importance of planning and preparation. One could argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to prepare for learning activities such that students learn important content and develop skills, mindsets, and habits to be successful in school and beyond.

   1a. Applying Knowledge of Content and Pedagogy
   1b. Knowing and Valuing Students
   1c. Setting Instructional Outcomes
   1d. Using Resources Effectively
   1e. Planning Coherent Instruction
   1f. Designing and Analyzing Assessments

2. **Performance Domain 2: Learning Environments**

   The components of Domain 2: Learning Environments describe conditions and qualities of environments that are conducive to learning and support student success. These aspects of teaching are not associated with the learning of any particular content but rather support the understanding of all content and attend to the social-emotional needs of students. The components of Domain 2 center on establishing a safe and respectful classroom environment and require explicit attention and responsiveness to the individual identities of students, such as race and culture, and the values of the broader community the school serves. Fostering an inviting culture for learning that focuses on student wellbeing, encourages academic risk-taking, and promotes habits and mindsets that support student success is the ultimate goal of these components.

   2a. Cultivating Respectful and Affirming Environments
   2b. Fostering a Culture for Learning
   2c. Maintaining Purposeful Environments
   2d. Supporting Positive Student Behavior
   2e. Organizing Spaces for Learning

3. **Performance Domain 3: Learning Experiences**

   The components of Domain 3: Learning Experiences describe the engagement of students in learning experiences and reflect the primary mission of schools: enhancing student learning and growth. These components are unified through a vision of students developing complex understanding, achieving goals, cultivating purpose, and participating in a community of learners. The components of the other domains provide a foundation for purposeful, engaging, and successful learning experiences. In many ways, success in Domain 3 is the direct result of success in Domains 1 and 2 in particular. Teachers prepare experiences that are grounded in deep understanding of the content, aligned with appropriate standards, designed to engage students in important work, and planned or adapted with the goals, strengths, needs, and lives of each student in mind. Learning experiences can only be consistently successful for each student when the environment, nurtured by the teacher in collaboration with students, is a space where students are affirmed and challenged.

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3a. Communicating about Purpose and Content
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessments for Learning
3e. Responding Flexibly to Student Needs

4. **Performance Domain 4: Principled Teaching**

The components of Domain 4: Principled Teaching capture and reflect the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. These activities are critical to preserving and enhancing the profession and to the success of students. Teaching is a purpose-driven profession. It is a calling. Those who take up the work have a lasting and profound impact on the lives of students. Their purpose, and the purpose of education more broadly, is not solely to impart academic knowledge; it is the intellectual and moral development of human beings who will themselves flourish and help create a just society.

4a. Engaging in Reflective Practice
4b. Documenting Student Progress
4c. Engaging Families and Communities
4d. Contributing to School Community and Culture
4e. Growing and Developing Professionally
4f. Acting in Service of Students

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C. Performance Criteria for Teachers Assigned to Other Than Regular Classroom Teaching Responsibilities.

Teachers who are assigned to other than regular classroom responsibilities include counselors, media specialists, some special education personnel, and teachers on special assignment. In some cases, these duties are assigned on a full-time basis. In other cases, the duties are part-time in conjunction with a part-time teaching assignment.

Assignments of this nature require that the evaluator and the superintendent determine a job description appropriate to the position**.** Such job descriptions must be approved by, and be on file in, the superintendent's office. The criteria for evaluation of such staff will be directly related to elements of the agreed job description. Where the staff member serves as both a classroom teacher and in another capacity, the criteria for evaluation will include the teacher performance domains as well as others related to the job description as appropriate.

III. EVALUATION PROCESS

A. Definitions

The following definitions shall be used for purposes of clarity in this policy only:

1. Formal Observation Process: an optional pre-observation conference, a formal observation, and a post-observation conference between the evaluator and the teacher.

2. Pre-Observation Conference: a meeting between the evaluator and the teacher to be held prior to a formal observation. The intent of this conference is to discuss the lesson to be observed and other related topics as appropriate.

3. Formal Observation: an evaluator observing a teacher's performance for at least 30 minutes and creating a record of matters observed, and an analysis of the activity(s) observed and recorded. Further, the length of the formal observation shall be at least the duration of one (1) complete instructional period lesson of at least 30 minutes.

4. Post-Observation Conference: a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator's judgments of the teacher's performance based on the formal observation.

5. Informal Observation: those unscheduled observations of a teacher that may take place as an evaluator walks through a classroom, helps a student, or just "drops in" the teacher's classroom for a few minutes, or otherwise observes a teacher in an interaction with others, or other conduct which has a bearing on that teacher's performance of professional duties.

6. Formative Evaluation Report: a report given to probationary teachers that is intended to provide feedback to assist the teacher in growing and/or improving the skills of being an effective teacher.

7. Summative Evaluation Report: a report given to a teacher that shall include the evaluator's conclusions regarding the overall quality and level of performance of the teacher being evaluated during a particular period of time.

8. Growth Plan – for teachers with emerging, proficient, or distinguished performance in all domains.

9. Directed Improvement Plan – a plan written when the teacher's performance is unsatisfactory in one or more domains.

10. Remediation – process used when a deficiency must be corrected to prevent eminent termination or cancellation of a contract.

11. Off-Cycle Observation: a scheduled or unscheduled observation of a non-probationary teacher of at least thirty (30) minutes in length or the length of a complete lesson. This observation will take place during a teacher's non-evaluation year.

12. Unsatisfactory Performance: For purpose of this policy "Unsatisfactory Performance" shall be defined as one or more of the elements within any one of the four domains rated unsatisfactory**.** Deficient performance in any one of the elements of a Performance Domain may constitute unsatisfactory performance in the judgment of the evaluator. However, deficient performance in 50% or more of the elements within a Performance Domain must constitute unsatisfactory performance.

B. Procedure for Evaluation

All certificated teachers are to be evaluated according to the following procedures:

1. Before any formal observations of a teacher's performance are conducted, the evaluator will provide copies of Policy 4150 and evaluation procedures to all teachers. The evaluator will meet with teachers individually or as a group to review the applicable portions of the evaluation policy. Upon the request of either the teacher or the evaluator, an individual meeting will take place to discuss specifics of the evaluation process as it relates to a particular teacher.
2. The teacher shall be responsible for the following:
    - Reading and becoming knowledgeable of the Teacher Performance Evaluation Policy
    - Completing a self-evaluation and otherwise preparing for the pre-conference prior to formal observations
    - Conferring with the evaluator regarding the evaluation process and report(s)
    - Preparing for the conference with the evaluator to discuss the evaluation report, and
    - Developing and implementing strategies to improve performance in areas identified during the observation and/or within the evaluation report.
3. The teacher or the evaluator may initiate the evaluation process at any time.
4. An evaluator will be responsible for the following:
    - Supervising the evaluation process
    - Following observation, identifying performance areas of strength and areas needing improvement when necessary and giving specific recommendations for improvement, and
    - Ensuring the contents of the formative and/or summative evaluation report(s) are an accurate reflection of the teacher's performance.

    In cases where a teacher is assigned to more than one facility, an evaluator from each facility to which the teacher is assigned will provide input for the final draft of the evaluation report.
5. Generally, the teacher and evaluator plan formal observations in advance. It is recognized that informal observations and additional formal observations may occur as appropriate in the view of the evaluator.
6. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation when possible.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference may be used for both observations. In such instances the requirement for the minimum number of observations shall be satisfied. The post-observation conference shall be held within five (5) working days of the first observation when possible.

7. When the evaluator has concerns, the evaluator may conduct an additional formal observation after sufficient time has passed following the identification of concerns. This delay provides the teacher adequate time to incorporate suggestions for improvement in his/her teaching.

8. Informal observations allow an evaluator to validate or question data gathered at other times. Such activities would not require any conferences with the teacher unless they lead the evaluator to have concerns about the teacher's performance (or confirm such concerns). Following observations that result in concerns, the evaluator should discuss the issue(s) of concern about the teacher's performance if it is to be included or referenced in the Summative Evaluation Report. It is intended that the discussion with the teacher be near in time to the occurrence of the event of concern, or near to the point in time when the evaluator determines the issue is an area of concern.

9. Evaluation reports include both formative and summative evaluation reports. The teacher may respond in writing to an evaluation report. The teacher shall be responsible to provide the evaluator and the superintendent with copies of any response. A copy of such response shall be attached to all copies of the final evaluation report.

10. A properly certificated and trained administrator must sign the evaluation reports. Both the evaluator and person being evaluated are expected to sign the cover sheet confirming receipt of the report. The teacher's signature will indicate that a copy was received; it will not indicate the teacher's agreement with the contents of the report in whole or in part. The evaluator will provide a copy of the final evaluation report to the superintendent where it will be placed in the teacher's personnel file. If the teacher wishes to respond to the evaluation report in writing, he/she will need to provide a copy of the response to the evaluator and to the superintendent.

11. One element of professional evaluation is setting goals. Therefore, a part of the evaluation process shall include the teacher and evaluator jointly agreeing to two goals annually (one academic goal and one professional goal. Such goal setting should occur in relation to the teacher's professional development, growth/improvement plans, as well as district and building goals based on a range of data sources. Teachers and evaluators are encouraged to harmonize and align goals of individual teachers with goals of the district as a whole.

12. The evaluator must complete a summative evaluation report prior to recommending that a teacher be moved from the evaluation process to the remediation process. The evaluator must follow up such recommendations by informing the superintendent of this recommendation.

C. Procedure for Probationary Teacher

1. All probationary teachers will be evaluated once each semester. This evaluation shall be documented in an Evaluation Report in accordance with Plan 1.

2. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Mid-Year Formative Evaluation Report during the first half of the school year each year they have probationary status.

3. The Mid-Year Formative Evaluation Report shall be given at mid-year. It requires a notation of the performance level for all appropriate elements and a conference with the teacher to discuss the report itself.

4. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Summative Evaluation Report during the second half of the school year each year they have probationary status. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not later than April 1 of each school year.

5. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation.

   If two (2) formal observations in the same subject or course occur within three (3) working days of each other, and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum of two observations shall be satisfied.

   If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation.

   As with all observations when the evaluator has concerns, the evaluator must conduct an additional formal observation after sufficient time has passed between the identification of concern and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.

6. The Summative Evaluation Report and the corresponding observation process for probationary teachers shall be completed by an administrator.

D. Procedure for Non-Probationary Teacher

1. Non-probationary teachers shall receive a minimum of one formal observation followed by a Summative Evaluation Report at least once every three (3) years. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not less than ten (10) days prior to the last day of the teacher's contracted year. In other years (off-cycle years), the non-probationary teacher shall receive at least one (1) formal or informal observation.
2. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation. If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both

observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum number of observations shall be satisfied.

3. If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation process. As with all subsequent observations when the evaluator has concerns, the evaluator must conduct the additional formal observation after sufficient time has passed between the identification of concerns and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.
4. The administrator in charge of a building or unit where teachers are assigned is responsible for the evaluation process of all licensed employees assigned to the building or unit. The administrator may delegate one or more elements of the evaluation process, with regard to specific teachers, to one or more individuals who have a supervisory administrative certificate and training in the District's evaluation process. Such individuals may include such personnel as assistant principals or other district administrators.
5. During the years in which a non-probationary teacher is not scheduled for formal evaluation, the teacher and the evaluator, or designee trained in the evaluation process, will jointly develop Professional Goals for the Current School Year. Consistent with the adopted plan, the evaluator or designee will conduct a minimum of one (1) observation, formal or informal. This observation does not require that a pre-observation conference or post-observation conference take place unless the evaluator has concerns about the teacher's performance. Before a concern, observed either formally or informally, becomes part of an Evaluation Report it shall be discussed and/or communicated with the teacher.
6. Non-probationary teachers new to a building or assignment may be evaluated during their first year of such assignment, even though the teacher would otherwise not be due for formal evaluation.

E. Evaluation Report

1. The evaluation report is a written summary of the teacher's performance in each of the four (4) performance domains.
2. The evaluation will contain a jointly developed growth or improvement plan, which shall be specific as to the improvements, if any, needed in the teacher's performance and shall clearly set forth recommendations for improvement, including recommendations for additional education and training during the teacher's recertification process and as documented in the goal-setting process;
3. The evaluator will give one copy of the evaluation report to the teacher, retain one copy, and send a copy to the superintendent for placement in the teacher's personnel file.

F. Evaluation of Teachers Assigned to More Than One Facility

At the beginning of the school year, the superintendent will designate the person responsible for the evaluation of a teacher who is assigned to more than one facility. Evaluators from each facility where a teacher is assigned will provide input for the final evaluation report.

G. Process for Addressing Unsatisfactory Ratings for Non-probationary Teachers

1. When the evaluator determines one or more elements in a Performance Domain on a teacher's Mid-Year or Summative Evaluation Report to be unsatisfactory**,** the evaluator will develop a Goal for Improvement or a Directed Improvement Plan to address the area needing improvement. The evaluator may require that the teacher repeat Evaluation Plan I the following school year to ensure that element(s) needing improvement are addressed and that the teacher does indeed improve in the targeted element(s).

2. If the evaluator determines that one or more of the elements within any one domain are unsatisfactory, the evaluator or site administrator will consult with the superintendent to determine the steps that will be taken to address the issue. With the agreement of the superintendent, the evaluator or site administrator will develop a Directed Improvement Plan for the teacher. This plan will specifically address those elements that are determined to be unsatisfactory. The plan will include correlating support resources and it will specify a timeline for implementation not to exceed thirty- (30) working days. After the plan is developed, the teacher will be observed and evaluated by an evaluator using the Observation Record and Summative Evaluation Report forms to document progress over the next ninety- (90) day period.

3. If at any time during or at the end of the ninety- (90) day evaluation period the evaluator or site administrator does not observe satisfactory performance in targeted elements, the teacher may be moved to Remediation. If the evaluator or site administrator determines that performance in a targeted areas is satisfactory, the teacher will repeat Evaluation Plan I without support resources until the completion of the current school year to demonstrate that growth has occurred and that the teacher's performance in the targeted elements can be maintained independent of the supplemental support resources.
4. Following the completion of the evaluation cycle without support resources, if the evaluator or site administrator observes that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be removed from the Directed Improvement Plan. If the evaluator or site administrator does not observe that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be moved to Remediation.

H. Remediation Process

1. If a teacher's performance in one or more of the four performance domains is judged by the evaluator to be unsatisfactory and the performance of the teacher has not sufficiently improved as a result of the evaluation process, the evaluator can move the teacher from the evaluation process to the remediation process. The evaluator will notify the teacher in writing of the decision to move the teacher from the evaluation process to the remediation process.

2. The evaluator will hold a conference with the teacher within five (5) working days following delivery of written notification of movement from the evaluation process to the remediation process.

3. At the conference the evaluator, the teacher and any other appropriate personnel will:
   a) Review specific performance deficiencies identified in the evaluation report; and
   b) Formulate a written remediation plan including the following:
      - Objectives for improving the identified performance concerns;
      - Identification of resources and assistance available to implement the objectives;
      - A timeline for completing the objectives;
      - Criteria by which the attainment of the objectives will be measured; and
      - A minimum of monthly conferences to monitor progress on the remediation plan objectives.

4. The evaluator is responsible for the final decision regarding the components of the remediation plan.

5. Following completion of the timeline established in the remediation plan the evaluator and teacher will meet to review the remediation process. The evaluator will state, in writing, whether the teacher has corrected the identified performance deficiency. The evaluator will then forward the remediation report and all supportive data to the teacher and the superintendent. This report will include a recommendation to: a) return the teacher to the evaluation process, b) to continue the remediation process for one more time period, or 3) to proceed to appropriate disciplinary action. Disciplinary action can include, but is not limited to suspension, dismissal, cancellation or termination of the teacher's contract.

V. TRAINING OF EVALUATORS

The success of a program of evaluation and remediation depends upon a high level of skill and training of all participants in the process. Evaluators will be trained in supervisory skills such as observation skills, conferencing skills, and writing evaluation reports. In addition, emphasis will be placed on the understanding of the intent, criteria and processes identified in this policy. It will be the responsibility of the superintendent to coordinate training opportunities.

Each evaluator will be evaluated on his/her ability to make fair, professional and credible evaluations. It will be the responsibility of the supervisor of each evaluator to evaluate these skills and make recommendations for needed training to the evaluator and to the superintendent for identifying content of future training programs.

VI. THE WRITTEN EVALUATION

A. Completion of the Evaluation Report

The evaluation report will include:

1. Documentation of observations and dates of conferences on the Teacher Evaluation Report Form, which shall serve as a cover sheet for the evaluator's summary of the strengths and weaknesses of the teacher in each of the four performance domains specified in this policy.

2. Evaluation reports for Plan I and Plan II will address the four performance domains. Any performance areas evaluated as unsatisfactory must be addressed according to the defining standards contained in the Performance Observation Record. The evaluator may add indicators which will further explain competency in the four performance domains as listed below:
    1. Planning and Preparation
    2. Learning Environments
    3. Learning Experiences
    4. Principled Teaching

3. The evaluation report will also contain a jointly developed growth or improvement plan designed to improve teacher performance consistent with evaluation commentary, including recommendations for additional education and training during the teacher's recertification process.

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VII: PERFORMANCE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Applying Knowledge of Content and Pedagogy

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Disciplinary Expertise	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of central concepts of the discipline and their relationship to one another.	Teacher displays solid content Planning and preparation reflect solid understanding of the content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
2. Pedagogical Content Knowledge	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
3. Knowledge of Inter-disciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationship sand skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

Component 1b: Knowing and Valuing Students

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Respect for Students' Identities	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of student's race, culture, and identifies into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identifies, designing culturally responsive and affirming learning experience with them in mind.
2. Understanding of Students' Current Knowledge and Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to	The teacher's understanding of students' levels of knowledge and their skill, as well as their mindset about learning, is	A teacher's deep understanding of each student's knowledge, and skills, and mindsets ensures that students receive appropriate scaffolds

		learning, is applied with limited success.	applied successfully in planning and preparation.	when necessary, meet rigorous outcomes, and are challenged to do their best work.
3. Knowledge of Whole Child Development	The teacher does not attend to or have understanding of students' cognitive, social, emotional, or character development.	The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
4. Knowledge of Learning Process and Differences	The teacher displays insufficient understanding of how students learn and develop in general or of individual difference for students in the class.	The teacher has limited understanding of the learning process and of individual learning and differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.

Component 1c: Setting Instructional Outcomes				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Value and Relevance	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes consistently reflect important, meaningful, and relevant thinking that requires critical thinking.
2. Alignment to Grade-Level Standards	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
3. Clarity of Purpose	Instructional outcomes are unclear or stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn.	Instructional outcomes mostly are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
4. Integration of Multiple Aspects of Student Development	Instructional outcomes to not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.
Component 1d: Using Resources Effectively				
LEVEL OF PERFORMANCE				

ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Instructional Materials	When instructional materials are provided, the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning.	When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials.	When instructional materials are provided, the teacher uses them with wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning, and development, and deep intellectual engagement.
2. Technology and Digital Resources	The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may primarily use them as substitute for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement (*and/or) personalized instructional pathways for student learning and development.
3. Supports for Students	The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and support aligned to the individual student needs to students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promoted student agency and increased efficacy in utilizing resources to support their own learning and development.
Component 1e: Planning Coherent Instruction				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Tasks and Activities	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Tasks appropriately support the gradual-lease of responsibility.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
Flexible earning	There is only one single approach or activity	There are multiple ways for students to learn the content and	Multiple strategies and approaches are tailored to the needs of various	Lessons provide opportunities for students to engage beyond the

	planned for students to learn the content.	a variety of strategies are used with some success during the lesson.	students to accelerate and support their success.	content of the lesson; and, when appropriate, the teacher works with student to co-design learning experiences.
3. Student Collaboration	Student groups are not used or do not support learning.	Students are in groups that are partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
4. Structure and Flow	Plans for learning are not well structured or sequences.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structures and have a flow that supports student autonomy in the learning process.

Component 1f: Designing and Analyzing Assessments				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Congruence with Instructional Outcomes	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
2. Criteria and Standards	Assessment lacks criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
Planning ormativ ssessments	There are no formative assessments planned.	Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustment based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
4. Analysis and Application	Assessments results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

DOMAIN 2: LEARNING ENVIRONMENTS

Component 2a: Cultivating Respectful and Affirming Environments				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Cultivating Respectful and Affirming Environments	Classroom interactions, both between the teacher and students and among students, are frequently negative,	Classroom interactions, both between the teacher and students and	Classroom interactions, both between the teacher and students and among students,	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and

	uncaring, inappropriate, or insensitive to students' identities and developmental levels.	among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.	demonstrate caring and respect that honors students' identities, race, and cultural background.	critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
2. Positive Relationships	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identifies and development levels.	Classroom interactions, both between the teacher and students and among students, are inconsistently caring, and respectful, but from a foundation of positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identifies, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
3. Sense of Belonging	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.	Verbal and nonverbal communication indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identify and interests as a class while honoring individual identity.
4. Cultural Responsiveness	Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at plan in the environment.
5. Positive Conflict Resolution	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	Conflict and disrespectful interactions are addresses by the teacher, with uneven results.	A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore struct.	Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

Component 2b: Fostering a Culture for Learning				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Purpose and Motivation	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.
2. Dispositions for Learning	Student curiosity is ignored or discouraged; students are not asked to think critically or reason and reflect.	Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.	Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.

3. Student Agency and Pride in Work	Students hav e little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
4. Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.	Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students encourage one another to preserve and use strategies to support each other through challenging work.

Component 2c: Maintaining Purposeful Environments				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Productive Collaboration	Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
2. Student Autonomy and Responsibility	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility of their learning.	Students take responsibility for routines and procedures and take initiatives to suggest adjustments that would further develop their learning and development.
3. Equitable Access to Resources and Supports	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, thought students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
4. Non-Instructional Tasks	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

Component 2d: Supporting Positive Student Behavior				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
Expectations r the Learning ommunity	There are no clear expectations and/or negative behavior is not addressed.	There are expectations established to promote positive behavior but with uneven success/.	Expectations have been established and agreed upon.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
Modeling nd Teaching abits of	There is no explicit modeling or teaching of habits of character.	Habits of character are modeled or taught but with uneven success.	Habits of character are modeled, explicitly taught, and reinforced to	Students take initiative explicitly discussing and reinforcing habits of character

haracter			promote learning, ethical behavior, and citizenship.	that contribute to a safe and productive environment.
Self- lonitoring ıd Collective esponsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their impact on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

Component 2e: Organizing Spaces for Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Safety and Accessibility	The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students..	Modifications are made to the environment as necessary to accommodate individual needs.
2. Design for Learning and Development	The design of the space is an impediment to learning and development.	The design of the space in not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and it appropriate for the goals and activities.	The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.
3. Co-creation and Shared Ownership	Students to not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and/or enjoyable environment.

DOMAIN 3: LEARNING EXPERIENCES

Component 3a: Communicating about Purpose and Content				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
1. Purpose for Learning and Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of the learning but with little elaboration or specificity. (what about what they will be learning?)	The teacher clearly explains what students will be learning and why, how it is situated in the broader purpose, how they will learn it, and what success looks like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
2. Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or purposes for learning.
3. Explanations of Content	Teacher makes significant errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite	The teacher explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of the students; content is	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking,

		minimal participation or engagement by students.	explained in multiple engaging ways to support conceptual understanding.	curiosity, and understanding of purpose and relevance.
4. Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

Component 3b: Using Questioning and Discussion Techniques				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Critical Thinking and Deeper Learning	Questioning and discussions do not invite student thinking, are of low cognitive challenge, and often has a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
2. Reasoning and Reflection	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
Student Participation	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussions, and assume responsibility for ensuring that all voices are heard.

Component 3c: Engaging Students in Learning				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiatives, students modify learning tasks to make them more meaningful or challenging.
2. Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborated during the lesson in ways that are mostly suitable to the activities and outcomes and partially	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on

		support learning for each student; they work well together during group activities.	arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	making their learning more engaging and meaningful.
3. Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitable and available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
4. Opportunities for Thinking and Reflection	The pace of the lesson is too slow or too rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection (and processing); they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

Component 3d: Using Assessments for Learning				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Clear Standards for Success	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are not progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide opportunities for self-assessment.	Students and those that support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
2. Monitoring of Student Understanding	The teacher does not determine whether students are progressing toward mastery of the goals and provides no opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress towards goals.	Students take the initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
3. Timely, Constructive Feedback	Students receive no feedback or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

		improvement or mastery.		

Component 3e: Responding Flexibly to Student Needs				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
Evidence-Based djustments	The teacher does not recognize,or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
Receptiveness nd esponsiveness	The teacher brushes aside or does not fully address students' questions or difficulties.	Teacher attempts to The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take their initiative to pursue them on their own, with their peers, or with the support of the teacher and others in the school and beyond.
Determination nd Persistence	The teacher does not convey a level of responsibility for student learning and success or is uncertain about assisting students.	The teacher conveys responsibility and commits to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

DOMAIN 4: PRINCIPLED TEACHING

Component 4a: Engaging in Reflective Practice				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
Self-Assessment Teaching	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
Analysis and iscovery	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindset or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
Application and ontinuous	The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that	Based on reflection,the teacher considers multiple paths forward;	Based on reflection, the teacher focuses on the best course of action for student success,

nprovement		will better support student learning and development.	communicates a commitment to the success of all students; and plans, practices, and implements improvements.	demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.

Component 4b: Documenting Student Progress				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Student Progress Toward Mastery	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
2. Shared Ownership	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress towards goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
3. Maintaining Reliable Records	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

Component 4c: Engaging Families and Communities				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Respect and Cultural Competence	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, student, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
2. Community Values	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributions to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
3. Instructional Program	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or	The teacher frequently shares accessible, informative updates about the standards, curriculum,	The teacher partners with families to ensure that everyone who supports students understands the

		learning expectations; the information is limited, inaccessible, or incomplete.	and/or learning expectations and seeks input from families.	instructional program and has opportunities to engage thoughtfully in its development.
4. Engagement in Learning Experiences	The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students but with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.

Component 4d: Contributing to School Community and Culture				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
Relational rust and ollaborative pirit	The teacher's relationships with colleagues are characterized by negativity and combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
Culture of iquiry and nnovation	The teacher avoids activities promoting professional inquiry or only participates when required making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
3. Service to the School	The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes substantial contributions to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.

Component 4e: Growing and Developing Professionally				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Curiosity and Autonomy	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and other's learning as appropriate based on an inquiry-driven approach the prioritizes the needs of students.
2. Developing Cultural Competence	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that

		necessary to become more culturally competent.		value differences and address inequities.
3. Enhancing Knowledge and Skills	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with peers.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
4. Seeking and Acting on Feedback	The teacher resists discussing feedback on their practices or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

Component 4f: Acting in Service of Students				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Acting with Care, Honesty, and Integrity	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
2. Ethical Decision-Making	.The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
3. Advocacy	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular to comply with policy.	The teacher serves as a model of advocacy for students and actis as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Component 4g: Adherence to the Professional Practices Criteria (Code of Conduct) adopted by the Nebraska Board of Education and Promulgated in Rule 27				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**EMERGING**	**PROFICIENT**	**DISTINGUISHED**
1. Professional Practices Criteria	Teacher's conduct violates the Professional Practices Criteria.	Teacher is not in technical violation of Professional Practices Criteria, but struggles to exhibit the necessary behaviors expected of professional educators.	Teacher is aware of and behaves consistent with the Professional Practices Criteria.	Teacher is highly proactive in modeling the Professional Practices Criteria and mentors educators in the development of professional practices. Actively advocates for the role of educators and education in society.

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DOMAIN 1: PLANNING AND PREPARATION¶
Component 1a: Demonstrating Knowledge of Content and Pedagogy¶
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Personnel - Certificated Employees

Resignation of Certificated Employees

Certificated employees are encouraged to notify their immediate supervisor of their plans to resign as soon as practicable. The Board of Education will generally accept all tendered resignations, effective at the end of the current school year, submitted prior to March 15.

The Board delegates to the Superintendent the authority to formally ask certificated employees in writing whether they intend to accept employment with the District for the following school year. The Superintendent shall give employees a deadline to respond to such requests, so long as the deadline occurs after March 14. Any employee who fails to respond or declines to accept employment for the following school year may be terminated from employment if they refuse to resign.

The Superintendent is further authorized to file a complaint with the Professional Practices Commission for any teacher who abrogates their contract with the District.

Notwithstanding anything to the contrary herein, the Board is not obligated to accept or reject any tendered resignation if the employee is involved in a disciplinary matter or for any other reason that the Board deems to be in the best interest of the District.

Legal Reference: Neb. Rev. Stat. § 79-829.

Date of Adoption: Aug. 14, 2023

Students

Full-time and Part-time Enrollment

Full-time Enrollment

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

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Exceptions are permitted only for:

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

Part-Time Enrollment of Non-Public School Students

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

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

(1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.

(2) Enrollment of a non-public school student in the Plattsmouth Community Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.

Deleted: [Name] Public Schools

(3) Non-public school students are not to be given priority over full-time students.

(4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.

(5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

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

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.

2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.

   a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
   b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.

3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.

4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.

5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.

2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.

2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will not ordinarily not be available for non-public school students.

3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.

4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.

5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except

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Deleted: The middle school principal and counselor shall also establish capacity limits for particular courses each semester. Students will not be permitted to enroll in courses beyond the established capacity limits.

Deleted: Essential versus Non-Essential Elective

Deleted: N

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

where appropriate to reflect their part-time status.

2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.

3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.

4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.

5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.

6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.

7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.

8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in any semester. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Deleted: Students enrolled on a part-time basis may be permitted in the discretion of the principal and athletic director to participate in extracurricular activities.

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

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Revised: Aug. 14, 2023

Deleted: Date of Adoption:→[Insert Date]

Students

Student Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

   a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
   b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

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

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

e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less then twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if ~~no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if~~ the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a)

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

~~b.~~

c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

d. Alternative Education: Students who are expelled may be ~~provided~~offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be

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

g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:

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

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

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

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

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

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.

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

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

    Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:
    a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
    b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
    c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan

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

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

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

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

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

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

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

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

2. Academic Integrity.

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

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

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

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

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

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

before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program

without notifying the instructor to whom the work is presented.

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

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

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

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

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

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

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

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

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

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

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

b. Definitions.

(1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

(2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,

(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds

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

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

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

d. Violations

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

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

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

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

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

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

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

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

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

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

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

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.

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

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

   The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

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

Date of Adoption: [Insert Date]

Students

Alternative Education Programs or Plans For Expelled Students

In the event action is being taken to expel a student from this school district, the Administration may offer the student an alternative school, class, or educational program (hereinafter referred to as an "alternative program"); or (2) the development of a plan of behavior modification, educational objects, and financial resources and community programs available to meet the behavioral and educational objects, and monthly reviews to assess the student's progress toward meeting the specified goals and objects. An expelled student may not be required to attend the alternative program.

A. ALTERNATIVE EDUCATION PROGRAM:

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

B. EDUCATION PLAN PROGRAM:

If the administration elects not to provide an alternative education program, or if a student declines to participate in the alternative education program, the following procedures shall be followed:

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

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

(3) The plan shall:

(a) Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided,

(b) Identify educational objectives that must be achieved in order to receive credits toward graduation,

(c) Specify the financial resources of the community programs available to meet both the educational and behavioral objects identified, and

d) Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

Deleted: shall select one of the following described educational options to be made available to the expelled student during the period of expulsion, to-wit: (1) An

Deleted: T

Deleted: The superintendent or superintendent's designee shall make known to the expelled student which of the alternative educational options the administration has selected for the student's expulsion. Such information shall be made known to the expelled student on or before the date the expulsion becomes effective. An expulsion becomes effective, as to a student who has been given a written notice of a recommendation to expel, on the earliest of the following dates: (1) if the student, parent, or guardian has not requested a hearing, the sixth school day following receipt of the notice of the recommendation to expel, (2) if the student has requested a hearing, the date the student, parent, or guardian receives notice of the determination of the superintendent or superintendent's designee to expel the student, or (3) such other date as may be mutually agreed by the student, parent, or guardian and the administration.

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

¶

The superintendent or superintendent's designee shall determine which alternative programs shall be made available to each specific expelled student based on a consideration of the interests of the school district and the student's educational and behavioral objectives and needs, as determined in the discretion of the superintendent or the superintendent's designee. If a parent or guardian refuses to participate or have their expelled child participate in the alternative programs made available, the district shall have no further obligation with regard to the provision of an alternative program. The superintendent or superintendent's designee shall establish a specific date or time within which the parent or guardian shall be required to state in writing an agreement to participate in the alternative program. As a condition of participation in alternative programs which involve the payment of tuition or other similar expenses, the student, parent, or guardian may be required, as a condition of such alternative program being available, to agree in writing to pay the tuition or other similar costs for such program in the event the expelled student fails to successfully complete the program.¶ ... [1]

Deleted: outlined in subparagraph A. above

Deleted: prior to expelling a student unless the expulsion was required by subsection (4) of the Neb. Rev. Stat. § 79-283; said procedures being as follows, to wit

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

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

Date of Adoption: [Insert Date]

APPENDIX "1"

SECTION 79-266(2) PLAN

Student: _____
Date and Participants: _____
(List parent or legal guardian, school representative, and community or agency representative)

(a) **Guidelines and Consequences for Behaviors**

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

(b) **Educational Objectives**

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

(c) **Financial Resources and Community Programs Available**

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

(d) **Monthly Reviews & Other**

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

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

Adopted by _____
[Administrator]

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

Page 1: [1] Deleted **Justin Knight** **6/2/23 11:37:00 AM**

Students

Extracurricular Activity

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including

but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use, alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Drug and Alcohol Violations.

Meaning of Terms.
Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and

(2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who

has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.
Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.
An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).
   The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited

by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 30 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code

of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
    a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
    b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The

student and parents or guardian will be informed of the opportunity to request a hearing.

4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
   a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
   b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
   c. If a hearing is requested:
      i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
      ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
      iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
      iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.

3. On the day of a contest, performance or other activity, 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 Athletic 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.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.

2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall "C" average to participate in extracurricular activities, except school dances.

4. Academic requirements do not apply to:
   (A) Instructional field trips which are a part of the scheduled course learning experience; or
   (B) Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

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

Date of Adoption: [Insert Date]

Setting Meal Prices

SY2023-24

- The goal of every school should be to have a financially sound School Meals Program. To achieve this goal, it is important to ensure the income from all student meals (free, reduced and paid) covers the cost of producing these meals.

- The USDA reimbursement provided for a free lunch plus the value of USDA donated foods (commodities) plus the certified menu reimbursement is intended to cover the average cost of providing a student lunch. The value of donated foods is determined annually and is the same for all students, whether receiving free, reduced or paid meals. Using these rates for the 2023-24 school year, ($4.25 + $0.295+ $0.08), the average cost of a student lunch is approximately $4.75.

  For a reduced-price student lunch, the USDA reimbursement is $0.40 less than the reimbursement received for a free lunch. Schools may charge a maximum price of $0.40 for a reduced-price lunch ($4.25 - $3.85 = $0.40).

  The price to charge for a paid student lunch in SY2023-24 is not subject to the Paid Lunch Equity requirements of a school's food service account balance as of June 30, 2022 was $0 or any positive value. The NDE understand that school districts consider many factors when setting a paid meal price for SY2023-24. One method to determine the paid meal price is subtracting the USDA reimbursement received for a paid lunch from the reimbursement received for a free lunch ($4.25 - $0.40 = $3.85).

- Using another approach, the price of a paid student lunch can be determined by calculating the average cost of providing a breakfast and/or lunch and subtracting the USDA reimbursement received for a paid meal. For example:
  1. The school calculates the actual costs for a lunch. Total expenses are divided by the meal count including the total number of students and adults served. The costs for food, supplies, and labor per lunch is $4.70.
  2. USDA's total reimbursement for a paid student lunch is $0.48 (a combination of the regular reimbursement of $0.40 plus the menu certification of $0.08).
  3. The price to charge for a paid student lunch ($4.25 - $0.48) is $3.77.

- The value of donated foods does not apply to breakfast, though donated foods may be used at breakfast. The 2023-24S USDA reimbursement rate for a free breakfast is $2.28. The reimbursement rate for a reduced- price breakfast is $1.98 which is $0.30 less than the free rate of reimbursement for breakfast. Schools may charge a maximum price of $0.30 for a reduced-price breakfast. The price to charge for a paid student breakfast can be calculated by subtracting the USDA reimbursement received for a paid breakfast from the reimbursement received for a free breakfast ($2.28 - $0.38 = $1.90).

- The USDA reimbursement rates are adjusted annually to reflect changes in the Consumer Price Index. Each school district must examine their paid meal prices on an annual basis. Increasing meal prices a small amount each year is recommended. Keep in mind that significant increase in meal prices may result in a drop in participation.

Can Schools Set Meal Prices Too High?

- Meal prices for students paying the full price for breakfast and lunch should not be set so high that students do not participate. School lunch and breakfast contribute significantly to academic achievement for all students.
- School districts are required to demonstrate a nonprofit food service operation by limiting net cash resources to an amount that does not exceed three months operating costs for the food service program. For example,

if the amount spent on food, labor and other costs associated with the food service program averages $20,000 per month, the food service account balance must not exceed $60,000. If the district has unusually high balance, begin working on a purchasing plan for the future. Contact NDE for more information.

Adult Meals:

- USDA requires schools to ensure that reimbursement, student payments and the value of donated foods are not used to subsidize meals served to adults. In order to meet this requirement, schools are required to sign an agreement that contains the following statement:

"Each School Food Authority shall, with respect to participating schools under its jurisdiction, charge adults, at a minimum, an amount equal to the total reimbursement received for a free lunch under Section 4 and 11 of the National School Lunch Act plus the per-meal value of donated foods plus the certified menu reimbursement. For breakfast, adults should be charged the rate established for free breakfasts under Section 4 of the Child Nutrition Act. No reimbursement or donated food is provided for adult meals."

- School districts do not receive reimbursement nor do they get donated foods for the adult meals served. Therefore, the adult meal price is based on portion sizes equivalent to a student tray. Although portion sizes are left up to the discretion of the school district, to serve "extras" or even "double portions" to an adult adds to the cost of the meal.

- For the 2023-24 school year, the adult meal prices should be set as follows:

Lunch:	Free reimbursement:	$4.25
	Donated food value:	0.295
	Certified menu reimbursement:	+ 0.08
	Adult lunch price:	$4.625 (price set at $4.60)
Breakfast:	Severe Need Free reimbursement:	$2.73
	State reimbursement:	+ 0.05
	Adult breakfast price:	$2.78 (price set at $2.75)

- A school that does not set adult meal prices at or above the amount specified above or demonstrate that all costs of the adult meal have been covered must document each year that school district general funds are used to support the difference in what should be charged and what is actually charged.

What Price Should We Charge for A la Carte Items?

- A la carte prices should cover food and labor costs associated with each item, as well as a fair profit. Compare prices of similar items locally and consider setting school prices slightly lower. Prices can deliberately be set lower on items such as fresh fruit, bottled water, etc. to encourage the purchase of these items.
- A la carte menu items should be priced so that any combination under Offer Versus Serve would equal or exceed the cost of the reimbursable meal. The reimbursable meal should always be the best buy. You could market it as a "Super Value Meal."
  For example:
  - The price charged for a reimbursable student lunch is $3.85.
  - If the price charged for an a la carte sandwich, fruit and milk is $4.15 the reimbursable meal is the better deal.
  - However, if the price charged for this a la carte sandwich, fruit and milk is $3.50, the reimbursable meal is not the better deal. In this case, the school needs to increase its a la carte prices so that the meal is the better deal. All schools should evaluate a la carte prices on a regular basis.

Appendix "1" to 2023-2024 Student Fees Policy of
Plattsmouth Community Schools
Additional Specification of Required Materials and Fees[1]

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 2023-2024 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 2023-2024 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-$2.75 Staff Lunch-$4.60 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.

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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	Ten cents (.10) per page, when charges apply.
School Meals		MS and HS Student Breakfast-$2.20 Student Lunch MS-$3.05 Student Lunch HS-$3.10 Milk-$0.50 Staff Breakfast-$2.75 Staff Lunch-$4.60 *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.

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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 replaceme nt 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	Admission prices will be $7 for adults and $5 for students for tournaments. Regular season ticket prices will be $6 for adults and $5 for students. Conference passes will be allowed. Sub-Varsity ONLY & Middle School athletic events will be $4 for adults and $3 for students. Admission prices will be $5 for adults and $4 for students for Sub-Varsity & Middle athletic tournaments. 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.

<table>
<tr><td>4. Equipment and attire</td><td>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.</td><td>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:
<table>
<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></td></tr>
<tr><td>5. Travel meals</td><td>Meals</td><td>Students are responsible for their own meals while traveling.</td></tr>
<tr><td>6. Locker use</td><td>Padlock for locker</td><td>$5.00 fee if damaged or not returned at the end of the year.</td></tr>
<tr><td>7. Camps and clinics</td><td>Registration and other costs of camps or clinics</td><td>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.</td></tr>
</table>

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.
AFJROTC	Uniform and Military Ball Attendance	No cost for uniform. $15 cleaning fee may be assessed. Cost of Military Ball maximum of $30 for meals.
Social & Recognition Activities		

1. School plays, musicals and social activities	Admission to events	Up to $10.00 per play or activity.
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.	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. 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.

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, June 12, 2023, Aug. 14, 2023

5205 Graduation

To participate in commencement exercises or receive a Plattsmouth Community Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from the Plattsmouth Community Schools must accumulate 240 hours. The total graduation requirements must include the following core curriculum:

Graduation requirements approved by the board are as follows:

Required Subjects:

Language Arts:	40 hours
Mathematics:	30 hours
Social Studies:	35 hours with ten hours of American History, ten hours of Geography, and ten hours of Government
Science:	30 hours
Physical Education:	20 hours
Fine Arts and Technology:	10 hours
Computers:	10 hours including Keyboarding Or Career Pathways
Communications/Life Management Skills	10 hours

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

Legal Reference: Neb. Rev. Stat. Sec. 79-729

Neb. Rev. Stat. Sec. 79-3003

NDE Rule 10

Adopted: June 13, 2005
Revised: Jan. 14, 2008, March 10, 2008
Reviewed: July 14, 2008, July 13, 2009, July 12, 2010, July 11, 2011, Jan. 9, 2012, Apr. 8, 2013, Apr. 14, 2014, Apr. 13, 2015, Apr. 11, 2016, Apr. 10, 2017, Apr. 9, 2018, June 10, 2019, August 10, 2020, May 10, 2021, May 9, 2022, May 8, 2023

Deleted: To participate in commencement exercises or receive a Plattsmouth Community Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Plattsmouth Community Schools must accumulate 240 hours. The total graduation requirements must include the following core curriculum: ¶
To receive a diploma from Plattsmouth High School, a student must have earned a total of 240 hours. Five hours are awarded for the successful completion of a course that meets for one period per day, five days per week, for one semester. Students are required to be enrolled in a minimum of six courses, unless students provide the District with documentation of enrollment in a postsecondary education program or an approved work program and they receive approval from the Superintendent and High School Principal to be enrolled in less than six courses. ¶

Deleted: Students physically unable to engage in physical education classes may be excused upon presentation of a certificate signed by a physician. Students may take a weightlifting class for four years, but only ten hours of credit may count toward elective hours for graduation. ¶
If students transfer from another school that does not require as many credits as our district's high school, and if those students would thereby be in danger of not graduating at the regular time, individual consideration will be given by pro-rating the number of credits needed for graduation according to the amount of time the student spent in the other school. ¶
Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individual Education Program (IEP). Prior to the special education student's graduation, the IEP team shall determine whether the graduation requirements have been met. ¶
A diploma may be granted for participation in courses which, if they would have been successfully completed, would have totaled the required graduation hours, but the diploma will indicate ¶
Page 1 of 2 ¶
¶
¶
Article 5 → **STUDENTS** → Policy No. 5205 ¶
¶
participation rather than successful completion of course requirements. Additionally, the Board recognizes a General Equivalency Diploma (GED) as equivalent to a regular high school diploma. ¶

Students

Naloxone in School

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

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

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

Date of Adoption: [Insert Date]

Instruction

Assessments—Academic Content Standards

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

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

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

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

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

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

Date of Adoption: [Insert Date]

Students

Collection of Information Relating to Dyslexia

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

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

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

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

Legal Reference: LB 298 (2023)

Date of Adoption: [Insert Date]

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Instruction

Initiations, Hazing, Secret Clubs and Outside Organizations

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

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

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

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

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

Legal Reference: Neb. Rev. Stat. Sections 79-2,101 to 79-2,102

Deleted: 103

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

Neb. Rev. Stat. Sections 28-311.06 to 28-311.07

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Date of Adoption: [Insert Date]

Instruction

Artificial Intelligence

Introduction

The Plattsmouth Community Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or fora particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Date of Adoption: [Insert Date]

Instruction

Special Education

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

Deleted: [Name] Public Schools

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

1. Free Appropriate Public Education

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

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

2. Full Educational Opportunity Goal

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

Legal Reference: 92 NAC 51-004.11A

3. Child Find

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

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to identify, locate, or evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

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

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

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

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

6. Individualized Education Program (IEP)

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

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, through the school year in which the child reaches age twenty-one, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use

of supplementary aids and services cannot be achieved satisfactorily (the "Least Restrictive Environment Rules"). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

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

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

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. The school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student's IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student's disability, any change of placement for the student will only be made by a student's IEP team. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. **Evaluation, Identification, and Reevaluation Procedures**

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

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The

Deleted: , for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the s

Deleted: , as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations.

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District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

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

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

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

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

12. **Transition of Children from Part C to Preschool Programs**

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

Legal Reference: 92 NAC 52-008

13. **Children in Nonpublic Schools**

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

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

Legal Reference: 92 NAC 51-010

15. **Accessibility of IEP and Responsibility to Implement**

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

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

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

Legal Reference: 92 NAC 51-004.05

17. **Suspension and Expulsion Rates**

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

Legal Reference: 92 NAC 51-004.06E

18. **Access to Instructional Materials**

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

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

Legal Reference: 92 NAC 51-004.15

19. **Over-Identification and Disproportionality**

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

Legal Reference: 92 NAC 51-006.02C

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

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

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

Legal Reference: 92 NAC 51-014.01 through 014.02

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

Legal Reference: 92 NAC 51-009.10

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

Legal Reference: 92 NAC 52

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

Date of Adoption: [Insert Date]

Instruction

Firearm Policy

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

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

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

Date of Adoption: [Insert Date]

Deleted: [Name] Public School District

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Instruction

Seizure Safe Schools

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

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

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

1. Provide the school with a written authorization to administer the medication at school;

2. Provide a written statement from the student's health care practitioner containing the following information:
    a. The student's name;
    b. The name and purpose of the medication;
    c. The prescribed dosage;
    d. The route of administration;
    e. The frequency that the medication may be administered; and
    f. The circumstances under which the medication may be administered.

3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and

4. Collaborate with school employees to create a seizure action plan.

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

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

Legal Reference: Neb. Statute 79-3201 to 3207

Date of Adoption: [Insert Date]

Instruction

Behavioral Points of Contact

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

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

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

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

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

Date of Adoption: [Insert Date]

Internal Board Policies - Organization

Annual Organizational Meeting

A. An organizational meeting of the Plattsmouth Community Schools Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

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

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

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

2. The President shall assume the chair immediately upon the President's election.

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

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

1. Call to Order and Roll Call

2. Oath of office for most recently elected

3. Elections

a. President
b. Vice President
c. Treasurer
d. Secretary

4. Approval of committees, positions, and designations
   a. Consider, discuss and take action to elect Recording Secretary of the BOE
   b. Consider, discuss and take action to select Legal counsel
   c. Consider, discuss and take action to elect Committees as determined by the BOE
   d. Consider, discuss and take action to select Depository bank(s)
   e. Consider, discuss and take action to select District newspaper(s) of record

5. Approval of current Board policies and regulations

6. Designate date for the annual review of BOE policies

7. Dissemination to each Board member of conflict of interest statutes

8. Adjournment

Date of Adoption: [Insert Date]

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Plattsmouth Community Schools

Plattsmouth Elementary School
Parent-Student Handbook
2023-2024

Plattsmouth Elementary School Parent-Student Handbook 2023-2024

Intent of Handbook

This handbook is intended for use by students, parents and staff as a guide to the rules, regulations and general information about Plattsmouth Elementary 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 and to assist their child in following the rules contained in this handbook.

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. This handbook does not create a "contract." 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, and state and federal statutes and regulations.

Members of the Board of Education

Name	Contact Information
Brian Harvey, President	Contact through District website
Max Muller, Vice President	Contact through District website
Nolan Siemonsma, Secretary	Contact through District website
Matt Glup, Treasurer	Contact through District website
Terri Cunningham-Swanson	Contact through District website
Tony Foster	Contact through District website
Karen Tesarek-Parsons	Contact through District website
Jeremey Shuey	Contact through District website
Ken Winters	Contact through District website

Administrative Staff

Name	Position	Building	Contact Information
Dr. Richard E. Hasty Dr. Cheryl Larson Mrs. Amanda Wright	Superintendent/ Director of Special Education Dir. of Instructional Services Special Education Administrator	Administration Center	402-296-3361
Mr. Todd Halvorsen Mrs. Kim Caniglia Mr. Luke Chadwell	Principal Assistant Principal Activities Director	High School	402-296-3322
Mr. John Campin Mr. Claude Michel	Principal Assistant Principal	Middle School	402-296-3174
Dr. Amber Johnson Mr. Troy Niehus	Principal Dean of Students	Elementary School	402-296-4173
Mrs. Juli Beck	Early Childhood/Head Start Administrator	Early Childhood Center	402-296-5250

Article I. Plattsmouth Elementary School

Name	Department	Grades
Sarah Coniglio	School Social Worker	K-4
Sherie Adkins	School Health Aide	K-4
Wendy Morrison	Kindergarten-Room 1	Kindergarten
Christine Loper	Kindergarten-Room 2	Kindergarten
Mackenzie Miller	Kindergarten-Room 4	Kindergarten
Julie Meisinger	Kindergarten-Room 5	Kindergarten
Kimberly Ecklund	Kindergarten-Room 6	Kindergarten
Susan Knox	Purple Pod-Room 1	1st Grade
Deb Wiseman	Purple Pod-Room 3	1st Grade
Mindy Bourgeois	Purple Pod-Room 5	1st Grade
April Brodersen	Purple Pod- Room 4	1st Grade
Becky Stoskopf	Teal Pod-Room 1	2nd Grade
Marlene Warrick	Teal Pod-Room 3	2nd Grade
Cathy Johnson	Purple Pod - Room 2	2nd Grade

Holly Joy	Teal Pod - Room 5	2nd Grade
Riley Thomas	Berry Pod-Room 3	3rd Grade
Brianna Clark	Berry Pod-Room 4	3rd Grade
C.J. Fenton	Berry Pod-Room 5	3rd Grade
Allyson Porath	Berry Pod-Room 2	3rd Grade
Stephanie Icenogle	Blue Pod-Room 1	4th Grade
Tricia Day	Blue Pod-Room 2	4th Grade
Kari Coplen	Blue Pod-Room 3	4th Grade
Mike Anderson	Blue Pod-Room 5	4th Grade
Jan Stanek	Reading Interventionist	K-4
Melanie Anderson	Media Center	Media Specialist
Andrea Baxter	Art Room	Art
Julia Spracklin	Music Room	Music
John Clark	Gym	Physical Education
Louise Bade-Drew	Special Education	3rd Grade
Stacey Hicks	Special Education	K-4 Life Skills
Hayley Reikofski	Special Education	Kindergarten Grade
Tracy Tegtmeier	Special Education	1st & 2nd Grade
Louise Bade-Drew	Special Education	3rd Grade
Danielle Drewes	Special Education	4th Grade
Christina Rivas	Language Resource Teacher	K-4
Donna Moss	Speech Language Pathologist	K-4
Darian Meyer	Speech Language Pathologist	K-4
Meredith Adkins	Speech Language Pathologist	K-4
Janetta Eipperle	P.A.L.	K-4
Niki Campin	High Ability Learner	K-4
Cynthia Duechting	English Language	K-4

Classified Staff

Name	Building	Position
Kelly Hadraba	Elementary Office	Office Manager
Christine DeSimone	Elementary Office and School	Attendance/Teacher Associate
Amber Younker	Elementary School	MTSS Associate
Cari Clifford	Elementary Special Education	Teacher Associate
Jessica Drewes	Elementary Special Education	Teacher Associate
Heather Meisinger	Elementary Special Education	Teacher Associate
Karen Wheatley	Elementary Special Education	Teacher Associate
Erin Woracek	Elementary Special Education	Teacher Associate
Heather Lawson	Elementary Special Education	Teacher Associate
Kaylee Gunnels	Elementary Special Education	Teacher Associate
Deb Travis	Elementary School	Teacher Associate
Barb Wagner	Elementary School	Teacher Associate

Plattsmouth Elementary School Calendar 2023-2024

Please note - dates/times are subject to change

August 7-9	New Teachers Report
August 10-15	All Staff Report
August 15	Open House (3:30 p.m. - 6:30 p.m.)
August 15	PTO 6:00 pm
August 16	First Day of School (Kindergarten students 12:00 p.m. - 2:50 p.m.)
August 17	Kindergarten students - 8:10 a.m. - 12:00 p.m.
August 18	First Full Day of Kindergarten
September 4	No School -- Labor Day
September 8	No Students/Teacher Continuous Improvement -- Data Analysis Day
September 15	Picture Day
September 21-22	Outdoor Classroom Experience
September 22	Books and Breakfast 7:30 a.m. - 8:10 a.m.
September 19	Title One Parent Meeting 5:30 p.m. - Zoom
September 19	PTO Meeting 6:00 p.m.
September 29	Boosterthon Fun Run
October 5-6	Outdoor Classroom Experience Rain Dates
October 10-11	Parent-Teacher Conferences 4:30 p.m. - 7:30 p.m.
October 12	No Students/Teacher Continuous Improvement
October 13	No School for Students or Staff
October 17	PTO 6:00 p.m.
October 19	Picture Retakes
November 21	PTO 6:00 p.m.
November 23-24	No School for Students or Staff
November 27	No School for Students - Teacher Planning Day
December 7	2nd Grade and 3rd Grade Music Program @ High School 6:00 p.m. & 7:00 p.m.
Dec 22 - Jan 2	No School -- Winter Break
January 3	No Students -- Teacher Continuous Improvement
January 15	No School for Staff or Students - Martin Luther King, Jr. Day
January 16	PTO 6:00 p.m.
February 19	No Students -- Teacher Continuous Improvement
February 20	PTO 6:00 p.m.
March 6-7	Parent-Teacher Conferences 4:30 - 7:30 p.m.
March 8	No Students -- Teacher Continuous Improvement
March 11-15	No Students -- Spring Break (March 17 is comp day)
March 19	PTO 6:00 p.m.
March 26	1st Grade and 4th Grade Music Program @ High School 6:00 p.m. & 7:00 p.m.
March 28	One School, One Book 5:00 p.m. - 7:00 p.m.
March 29	No School for Students or Staff
April 16	Kindergarten Music Program @ Middle School 6:30 p.m.

April 16	PTO 6:00 p.m.
May 21	PTO 6:00 p.m.
May 22	Field Day
May 23	End of 4th Quarter --Half Day for Students
May 24	No School for Students - Teacher Continuous Improvement

Policy 1200

Personnel - All Employees and Students **Anti-discrimination**

A. **Elimination of Discrimination.**

B. **Preventing Harassment and Discrimination of Employees and Students.**

Notice of Nondiscrimination, Anti-Harassment, Anti Discrimination

Policy 4003

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

MISSION STATEMENT
PLATTSMOUTH COMMUNITY SCHOOLS

"Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment"

WE BELIEVE:

- All students can learn.
- Students learn in diverse ways at different rates.
- Learning is a lifelong process.
- Students achieve success through high quality challenging experiences.
- An awareness and understanding of cultural diversity enriches students' lives.
- Positive role models contribute to a student's success.
- Each person is unique and worthy and must be treated with dignity and respect.
- Students are capable of becoming responsible learners.
- Education is the best economic investment for our community and children are our most valuable resources.
- A safe and caring environment enhances learning.
- The cooperative efforts of the student, home, family, school and community are essential to education.

Goals and Objectives

The goals and objectives of the Plattsmouth Public Schools are to provide:

1. A curriculum that is based on state standards, comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.
3. Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy

makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

4. A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.
7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assess and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.

11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

PLATTSMOUTH ELEMENTARY SCHOOL
DAILY SCHEDULE
2023-2024

7:30 a.m.	Principal, Dean of Students and Administrative Assistants arrive
7:45 a.m.	Teachers report
7:45 a.m.	Staff supervision begins - Students begin arriving and standing in designated grade level areas outside (weather permitting)
8:05 a.m.	Warning Bell
8:10 a.m.	Tardy Bell
2:50 p.m.	Dismissal
4:00 p.m.	End of Teacher Work Day/Office Closes

APPOINTMENTS AND QUICK ANSWERS

Appointment requests with the building Principal, Dean of Students, and/or parent-teacher discussions should be pre-arranged by contacting our front office at 402-296-4173.

Parents/Guardians will receive quick answers about school by calling between 7:30 a.m. - 7:45 a.m., yet for questions regarding detailed responses, please contact the front office after 9:00 a.m.

Mutual Respect

The Plattsmouth Community Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

Complaint procedure

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Section 1 Daily Schedule

Students in kindergarten have daily schedules that include:

- 130 minutes - Literacy Block
- 30 minutes - Science/Social Studies/Health
- 50 minutes - Math
- 30 minutes - Choice Centers

Students in first grade have daily schedules that include:

- 135 minutes - Literacy Block
- 35 minutes - Science/Social Studies/Health
- 60 minutes - Math

Students in second grade have daily schedules that include:

- 125 minutes - Literacy Block
- 45 minutes - Science/Social Studies/Health
- 90 minutes - Math

Students in third grade have daily schedules that include:

- 140 minutes - Literacy Block
- 40 minutes - Science/Social Studies/Health
- 70 minutes - Math

Students in fourth grade have daily schedules that include:

- 130 minutes - Literacy Block
- 80 minutes - Math
- 40 minutes-Science/Social Studies/Health

Specialists in music, physical education, library, media, and art also provide instruction for students on a regular schedule. Students will have sixty minutes a day of specials.

Special schedules:

- 4th Grade 8:25 a.m. - 9:25 a.m.
- 3rd Grade 9:25 a.m. - 10:25 a.m.
- Kindergarten 10:25 a.m. - 11:25 a.m.
- 1st Grade 12:45 p.m. - 1:45 p.m.
- 2nd Grade 1:45 p.m. - 2:45 p.m.

Lunch schedules:

- Kindergarten 11:55 a.m. - 12:35 p.m.
- 1st 11:45 a.m. - 12:25 p.m.
- 2nd 11:35 a.m. - 12:15 p.m.
- 3rd 12:05 p.m. - 12:44 p.m.
- 4th 12:15 p.m. - 12:55 p.m.

Section 2 Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media and a message sent via Infinite Campus Messenger when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, kindergarten, student activities).

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school closes during the day a notice will be broadcast by the media and Infinite Campus Messenger. **Parents should have a plan in place to accommodate these circumstances.**

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do

Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Students and staff practice tornado safety procedures regularly. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions

The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 3 **Supervision Responsibility Before/After School**

Arrival And Departure Times

The school day for students begins at 8:10 p.m..

Students must not be on campus prior to 7:45 a.m. as there is no supervision prior to that time. After 8:10 a.m., students must come to the front office to sign in.

Beginning at 7:45 a.m. -
Students in grades Kindergarten, 1st, and 2nd grade will line up at the front of the building in designated grade level spots.

Students in grades 3rd and 4th will line up at Door 29 in designated grade levels spots.

Students who would like to eat breakfast will enter Door 29, while students who do not want to eat breakfast will enter the main front doors.

If your child is dropped off too early, you may receive a note or a phone call from a staff member to remind you of the appropriate arrival time.

Students who ride buses will be delivered to the south doors of the Middle School.

For the safety of students and staff all doors are locked at 8:20 a.m. except the north door (1). If your child arrives at school later than 8:20 a.m. he/she needs to go to the front doors to get into the building. He/she should then go to the office to obtain a tardy slip before going to their classroom.

Dismissal

Students will be dismissed at 2:50 p.m. Bus students will be escorted to the bus ramp.

Students who walk to the east and south of the school will be supervised by staff to the cross walk on 8th Avenue.

If your child(ren) goes to POPS Place he/she will be released to that program.

Students who need to meet Middle School siblings will be supervised until the Middle School dismissal to prevent any potential problems. Staff members are posted at all arrival and dismissal areas until 3:05 p.m.

Other students (K-4) will exit through the North Doors (Door 1). Staff will direct drivers picking up students and may ask you to park if your student has not been dismissed. If your child needs assistance entering the car or assistance buckling into a carseat, please park and a staff member will walk your child to your car. Please follow directions from staff members to ensure quick, efficient pick up for all students.

Daycare vehicles will be allowed to park in a designated area. This area will be located curbside on the west side of the circle drive.

Children will not be allowed to wait on the playground after school due to safety concerns. The playground will be used by POPS Place after school. If your child must wait to be picked up, please have him/her wait in front of the building. This area is supervised until 3:05 p.m. It is important for students to be picked up by this time.

Signing A Child In And Out Of School

We request parents limit appointments for your child during school hours as much as possible. Parents can enter the office to check out your child or call the office from the parking lot, and the child will be escorted to the vehicle. Please have your ID available to ensure safety for all students.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early.

Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal/office staff be made aware of this information. If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Visitors

Parents and other patrons are to report to the main office to notify staff when they come to visit. Office personnel will ask to see a form of ID, and visitors must wear a name tag. The principal, in consultation with the staff members involved, shall have the discretion to limit access when the principal and staff members determine access would interfere with the instructional process and/or student learning.

Visitors outside of parents/guardians and volunteers are asked to contact the principal for visitation permission and scheduling.

Smoke-Free Environment

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. <u>This includes on all school grounds, including during student pick up and drop off.</u> When you attend school events, including athletic events, please abide by our District's policy.

Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

   Fines are determined on books according to the following criteria

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	$1.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.

3. Items, which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies

Use of Telephone

Teachers are conducting classes from 8:10 a.m. - 2:50 p.m. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, lunchtime, and before and after school. Please do not ask to talk to a teacher during instructional time.

Bicycles/Skateboards/Heeleys

Students may ride bicycles to and from school with parent permission. All bicycles must be

parked in the stands provided on the east side of the building. Scooters and skateboards are not to be ridden on school property. They must be stored when they are carried into the building. No wheeled shoes (heeleys) will be allowed at school. Students will be asked to remove the wheels if these shoes are worn to school.

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Lost and Found

All small articles that are found should be taken to the office. Clothing items should be taken to the "lost and found" box. If students misplace books or personal possessions, they should check with the school secretaries to determine if the lost items have been turned in.

Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Attendance

Regular and punctual student attendance is required, as stated in Board Policy 5008. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Parent Responsibility to Report Absence

Parents are required to contact the school in the event that a child is going to be absent or tardy from school either by phone or in writing. Please state the reason for the absence and the date of the absence. If no reason is given the absence will be recorded as unexcused.

Notification of any future absences should not only be given to the teacher but the office as well.

Extended Absence from School

Students must follow specific guidelines if they plan an extended absence from school for any reason:

- The student must notify the office and teachers as soon as possible.
- The student must arrange to make up as much work as possible prior to going.
- Parents or guardians must provide written notification to the office prior to the time of the student's departure.

Leaving during the School Day

A request to have a child excused early should be sent with the child on the morning of the dismissal. The time and reason for leaving should be included. When possible, medical and dental appointments should be made outside of school hours. A child will be released only to parents unless the school has been notified otherwise. Please stop at the office upon arrival at the building to pick up your child.

Tardies

The school staff, parents, and students shall make every effort to prevent tardy behavior. Students will be counted tardy when they are not present at the designated beginning time for school. Tardiness will result in a progressive disciplinary action developed by the school. The more tardies a student accrues, the more severe consequences.

Elementary school tardies, as well as leaving school before dismissal time, will be recorded for each student who missed up to one hour at the beginning or end of school. Any time missed beyond one hour will be recorded as one-half day's absence.

Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the office. A conditional admit slip, good for two days, may be issued to allow time to bring an excuse, in case no excuse has been provided upon returning to school. Work must be made up within the time allowed on the admit slip.

Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

For unexcused absences, the student will receive a failing mark for or in each class period missed.

Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. This includes athletic contests, concerts, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged 6 to 18 to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such a meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy

problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy

Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Grading System

Grades on a student's report card are not given by the teacher; they are earned by the student. Grades that are written on report cards for first through fourth grades include
A = Advanced, P+ = Proficient, P = Progressing, and B = Beginning. Special area grades are E = Excellent, S = Satisfactory, N = Needs Improvement and U = Unsatisfactory.
Assessment scores are included on some report cards.

Each teacher will define the grading procedures to be used in their classes.

Promotion and Retention

Every effort is made by teachers and staff members to ensure that students will be promoted to the next grade level. Any retention concerns will be directed toward administration. Before retention is considered many other methods for helping a student will be tried.

Report Cards

Report cards are available on Infinite Campus. A paper copy is provided to parents/guardians 1st and 3rd quarter during parent/teacher conferences. A paper copy is mailed home to parents/guardians at the end of the school year.

Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the 1st quarter and 3rd quarter. Refer to the school calendar for the schedule. Virtual or in person conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Student Recognition

•Blue Devil of the Month

The Blue Devil Student of the Month program strives to promote student success inside and outside of the classroom. Plattsmouth Elementary School's mission focuses on *"Working*

together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment". When we acknowledge and recognize our students as engaged academically, demonstrating responsible behavior, and contributing civic engagement, we encourage their participation and contributions! The Blue Devil Student of the Month is designed to nominate and select students who promote and take pride in Plattsmouth Elementary and in themselves.

Nomination Criteria:
All students in Kindergarten - 4th grade are eligible to receive the Student of the Month award. A student cannot receive the award more than once within a school year. In order to be considered for an award, students must demonstrate at least 2 or more criteria in the three categories listed: academic, behavior, and citizenship.

•Blue Bucks
Plattsmouth Elementary students have the opportunity to earn "Blue Bucks" throughout the school day.
Students earn "Blue Bucks" for demonstrating expected behaviors in all common areas outside of the classroom setting.
Common Areas Outside of the Classroom:

- ★ Arrival/Dismissal
- ★ Restroom
- ★ Hallway
- ★ Lunchroom
- ★ Playground

•President's Award for Educational Achievement
At the end of the fourth grade, students who have shown outstanding educational growth or improvement receive a pin and certificate.

•President's Award for Educational Excellence
Fourth grade students who have reached the 85th percentile in math or reading on a standardized test and have earned a grade point average of at least 90 or the equivalent by the completion of fourth grade shall receive a pin and certificate.

Special Education Services

What Does Special Education Mean?
Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?

In the area of reading, students must complete the Response to Intervention process, in order to be considered for special education services. Referrals are made by teachers or parents to a Dynamic Student Support System. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Re-evaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parental consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special

classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information
Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 ((special education appeal procedures) may contact the Superintendent.

Special Education Policies

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

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

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

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

Section I.01

2. Full Educational Opportunity Goal

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

(a) Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

(b) Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

(c) Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Article II. Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from

obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

(a) Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

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

9. Transition of Children from Part C to Preschool Programs

Article III. Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

(a) Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

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

Legal Reference: 92 NAC 51-010

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

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

Article IV. **Legal Reference: 92 NAC 51-004.05**

13. Suspension and Expulsion Rates

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

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

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

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

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

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

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

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

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

Legal Reference: 92 NAC 52

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

School Social Workers/Mental Health Counselor

The School Social Workers/Mental Health Counselor's primary role is to assist students in being successful at school. She works with students, teachers and families to find solutions to problems that may be interfering with a student's success at school and/or at home. Students may be having emotional, behavioral, or family problems that can be addressed.

Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100.4°F., vomiting, diarrhea, chills, cough, shortness of breath, difficult breathing, muscle or body aches, new loss of taste or smell, sore throat, unexplained rashes, severe head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

COVID-19 Update

In the event of COVID-19 symptoms or confirmed cases, District and local Health Department Policies will be followed. District protocols can be found here.

Guidelines for Administering Medication

Students may be required to take prescription medication during the school day. These medications shall be administered by the school nurse, or in the nurse's absence, by a person who has been trained in the administration of medication. Prescription medication will not be administered without written authorization from the parent and must be in the original container, properly labeled with the child's name, medication, dosage, time of administration and prescribing doctor. A written record of all medication administered will be kept. All medication

records shall be kept confidential. Medication for diabetes, asthma or anaphylaxis may be self-administered by a student with signed consent from the doctor and parent on file in the nurse's office. The school **does not** provide pain relieving medications (Tylenol, Motrin, etc.) for headaches, toothaches, or cramps. When brought from home, these products must also be in an original container with written parental consent before they will be given. Under no circumstances will expired medications be administered.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

The school nurse, or in the nurse's absence, the person who has been instructed by the school nurse shall have access to medication. No medication will be brought to school or sent home with a child. **An adult must bring all medication to the nurse's office**. Emergency protocol for medication-related reactions will be in place.

Health Statute 79-3-002, 3-002

Students showing any signs or symptoms of a contagious or infectious disease as defined by school health guidelines shall be sent home immediately, or as soon as safe and proper conveyance can be found. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law. When a student is sent home because of a suspected reportable communicable disease it shall be the responsibility of the school nurse to report the circumstances to the county board of health and the principal. Health data of a student is confidential and it shall not be disclosed to third parties. Additional information is available from the school nurses. Students **may** be excluded from school for, but not limited to, the following communicable diseases:

- Chicken Pox
- Conjunctivitis (Pink Eye)
- Coryza (Common Cold)
- Diphtheria
- Erythema Infectiosum (5th Disease)
- German Measles (Rubella)
- Hepatitis A, B, or C
- Hemophilias Meningitis
- Impetigo
- Measles
- Meningococcal Meningitis
- Mumps
- Pediculosis (Head/body lice)
- Ringworm
- Scabies
- Scarlet Fever
- Tuberculosis
- Scarlatina
- Strep Throat
- Whooping Cough (Pertussis)
- Influenza

School Health Screenings/Physical Examinations

Vision, hearing and dental screenings are performed for the purpose of identifying students whose learning may be affected by an unrecognized problem. Parents of students needing a further evaluation and/or treatment will receive a written referral, If parent/guardian wishes to

refuse their students participate in required school health screenings, the parent/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child be screened at school. The minimum required school health screenings and physical exams are:

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENINGS SCREENING by Grade or Age Level For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.	Age 3-5 yrs	K	1	2	3	4	5	6	7	8	9	10	11	12
HEARING: pure tone audiometry	**annually**	X	X	X	X	X			X			X		
VISION: distance	**annually**	X	X	X	X	X			X			X		
VISION: hyperopia (near vision)			X		X									
DENTAL: inspection of teeth	**annually**	X	X	X	X	X			X			X		
WEIGHT/HEIGHT STATUS: body mass index percentile	**annually**	X	X	X	X	X			X			X		
Physical Examination * By physician, physician assistant, or advanced practice registered nurse		X							X					
Visual Evaluation* By physician, physician assistant, advanced practice registered nurse, or optometrist. *or Transferring from out of state.		X												

Additional Indications for Screening:	**Notes:**
1. New to district at any time, with no previous screening results available. 2. Student enters the Student Assistance Process, with no recent or current screening results available. 3. Periodic screenings as specified by the student's Individualized Education Plan (IEP) 4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral. 5. Unremediated concerns from previous year.	1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student. 2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented. 3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school. 4. Parents/guardians may waive physical examination and visual evaluation requirements by submission of written statement of objection to the school.

<u>Guidelines for Head Lice</u>

Head Lice: Head lice are small, tan/brown parasitic insects that live on scalp hair. No disease is associated with head lice, so their presence is considered a nuisance and not a health threat. Symptoms are itching and the presence of lice and nits (eggs). Head lice are communicable, most often by DIRECT head-to-head contact or the sharing of personal items like combs, hats and towels. Guidelines based on current "best practice" evidence from the Centers of Disease Control, American Academy of Pediatrics and the National Association for School Nurses will be used by Plattsmouth Schools to reduce absenteeism due to head lice and involve parents as partners in control efforts.

Injuries/Accidents

Injuries occurring at school or school-sponsored activities should be reported to a nurse, teacher, sponsor, coach or the office. The school nurse is on duty during the day and will be contacted if a student becomes injured or ill during school. In case of severe injury, an emergency unit will be called immediately at the discretion of school personnel. **Students leaving school due to injury or illness must check out through the office.** Parents will be contacted to inform them of the injury or illness and to receive permission for the student to leave the school. If a parent cannot be reached, the emergency contact will be called.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation. **Failure to comply with this law will keep your child (ren) from enrolling in school.**

Immunizations

A written record of a student's immunization record must be kept on file in the office of the school nurse. State Law requires that before entering the classroom, a child must have proof of receiving all mandated immunizations. Exemptions or temporary waivers or religious reasons. Unimmunized students may be excluded from school in the event of a disease outbreak. Immunization requirements for all students enrolled Pre –K – 12 per Nebraska School Rules and Regulations located in the back of the handbook. **Please refer to Article 5 5001 Attachments.**

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. **Failure to comply with this law will keep your child (ren) from enrolling in school.**

Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy (5501).

Drug-Free Schools

The District implements regulations and practices, which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules, promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

ACADEMICS

Nebraska Frameworks

Plattsmouth Elementary is accredited through the Nebraska Department of Education's Frameworks. Being accredited means that this school meets high criteria for quality education for students.

Current school improvement goals are:

- Reading: All students will improve their reading performance.
- Math: All students will improve their math performance.
- Civic Engagement: All students will have the opportunity to participate in at least one Civic Engagement.

Assessments

Measures of Academic Progress (MAP) Growth:

All students in grades Kindergarten through fourth complete computerized adaptive assessments in the area of reading and mathematics. These assessments align with our Nebraska state standards. Student assessment results are in real-time, and assist with teachers being able to make informed decisions regarding a student's area of strength, as well as academic areas of weakness. The MAP assessment is administered in the fall, winter, and spring.

Nebraska Student Centered Assessment System (NSCAS) - State Summative Test:

In March and April, students in grades 3rd-5th complete an online-administered state assessment which assesses our state's College and Career Ready Standards for English Language Arts (3rd-4th) and Mathematics (3rd-4th).

Nebraska Student Centered Assessment System Alternate Assessment (NSCAS-AA):

In March and April, students in grades 3rd-5th with severe cognitive limitations complete the individually administered state alternate assessment. These assessments measure a student's alternate state content standards in English Language Arts (3rd-4th) and Mathematics (3rd-4th).

Parents may request and the district will provide (in a timely manner), information regarding any State or District policy regarding student participation in any assessments.

Parent Communication

- Infinite Campus Messenger
  Infinite Campus Messenger is a mass notification system designed to reach parents in minutes using phone numbers, text messages and e-mail alerts regarding a time-sensitive situation or just day-to-day events, such as school closing, testing notification or when parental notification is necessary. **Please let the know office when your phone number or email address has changed.**

- Bulletins/Newsletter
  The school will post a monthly newsletter on the district website during the first week of each month highlighting special activities for the upcoming month. Reminders of future activities are included. Occasionally special notes will be sent home giving specific information on a topic.

- Informal Communication
  Teachers will informally let parents know of successes and problems by telephone, notes and/or class newsletters. Also, parents may email teachers. Teacher email addresses are located under the staff directory of the elementary school website.

- Parent/Teacher Conferences
  Parents are encouraged to make appointments for conferences with teachers, the counselor, or the administrators at any time by telephoning the appropriate person or the school office. Regular Parent/Teacher Conferences will be held at the end of the first quarter and third quarter for parents to meet with teachers to discuss their son/daughter's academic progress.

Regular Programs

All students in kindergarten through fourth grade receive instruction in reading, writing, handwriting, math, social studies, science, and social skills taught by the classroom teacher. Specific phonics and phonemic awareness skills are also taught in kindergarten through second grade. Word study skill instruction is included in third and fourth grade.

Special Programs

Multi-Tiered System of Support

Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment, students are expected to meet performance goals identified at the early childhood center, elementary school, middle school, and high school. Examples of performance goals at each building may include: arrive to class prepared for learning, use work time appropriately, complete assigned tasks on time, demonstrate respect for people and property, and follow staff directives. If a student does not respond appropriately to performance goal expectations, they may receive increasing levels of support. Students will be monitored to determine if they respond to interventions developed by the team.

Potential team members include student, teacher(s), parents, building administrator, school psychologist, and District administrator

If a student does not respond to interventions, the team will likely consider additional problem solving that may include an alternative setting, alternative curriculum, alternative schedule, 504 plan, or referral for a special education evaluation.
Students will not be considered for a special education evaluation, until they have consistently demonstrated academic or behavior challenges that are significantly different from their same-age peers.

High Ability Learners Program (HAL)

The High Ability Learners Program is designed to extend the learning environment for high potential students. Classes are defined as being expanded learning experiences for able learners capable of studying in depth matters of an academic and creative nature. Students in fourth grade may be selected to participate in the High Ability Program.

Students' individual needs and learning styles should be accommodated by differentiated programs achieved through flexible and appropriate programming. The High Ability Program is to aid students in attaining the highest level of achievement possible in their unique talent area and enhancing the student's social responsibility and adjustment.

Title 1

Students who need help with their reading skills may be served in small groups or as an individual taught by Title I reading teacher or paraprofessional.

Parents/guardians or a student in a Title I school may request and the district will provide (in a timely manner), information regarding any State or District policy regarding student participation in any assessments. Please contact the following individuals if you have any questions.

Dr. Amber Johnson
Elementary Principal
ajohnson@pcsd.org
402-296-4173 ext. 2504

Dr. Cherie Larson
Director of Instructional Services
clarson@pcsd.org
402-296-3361 ext. 2812

Student Placement

In the spring, classroom teachers and other staff members meet to determine student class placement for the next school year. It is essential that equitable, compatible, and balanced classrooms are assembled and that classrooms reflect what teachers know about the conditions under which your child best learns. If your child has a special need not known to the school that would impact class placement, please submit your concern in writing to the principal when your child enrolls in school for the first time, or in the spring as classroom assignments are being considered. **We do not accept requests for individual teachers.** However, we value information that will enable us to select the best placement for your child. Please do not call or write to request a specific teacher or expect a classroom teacher to place your child with a specific teacher.

Textbooks and Supplies

Textbooks are loaned to the students as a benefit from the Plattsmouth Community Schools. The 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 Elementary School.

Students and their parents may choose to provide minor personal or consumable items for specific courses and activities, such as pencils, pens, erasers, glue sticks, notebooks, and binders.

ACTIVITIES

Students are reminded that participation in activities is a privilege, which may be forfeited pursuant to the *Student Conduct Rule (Board Policy No. 5101).* *https://www.pcsd.org/Page/24*

Activity and Event Regulations

As with all school-sponsored activities, all student behavior guidelines will be followed including adherence to the dress code. Students attending any school activity may not leave and re-enter the activity. If a student leaves, he/she will be required to leave the school property. Students are at events to be spectators and not to cause disruptions. Students who cause disruptions will be removed from school grounds for this event and could be restricted from events for the remainder of the school year. This includes events at all three schools. **Elementary students should be accompanied by an adult at all school activities.**

Elementary students who are attending events at other buildings need to follow the behavior guidelines at those buildings. Students should not play in the halls or run around the buildings. They should stay with their parents or relatives.

The Quick Guide to Buying and Bringing Snacks to School

The following is a grade level list of recommended healthy snacks to bring for daily snacks. All other snacks will be sent home, based on the school's healthy schools policy and procedures. Snacks should be individually packaged.

Acceptable Snacks

Lite Popcorn	Goldfish
Animal Crackers	Fruit
Dried Fruit	Graham Crackers
Pretzels	Nuts
Fruit Cups	Reduced sugar or 90 calorie granola bars
Teddy Grahams	Yogurt
100-Calorie Snacks	Baked Chips
Baked Cheetos	Cheese and Crackers
String Cheese	Beef Jerky
Vegetables	Cereal
Fruit Snacks made with Real Fruit	

Field Day

A half-day outdoor event may be held in May for students. There are appropriate game and athletic activities for the students.

Practices/Rehearsals

The school will avoid scheduling activities on Wednesday evenings and Sundays. Exceptions to this will only be made by prior approval of the superintendent of schools.

If school is dismissed early due to inclement weather, all scheduled practices and activities are canceled for that day.

Student Council

Plattsmouth Elementary School has an active Student Council. Two students are elected to serve from each second, third, and fourth grade classroom for one year. The Student Council meets twice a month, plans fundraisers and supports the Staff Appreciation Day. The members also collect food for the Food Pantry and manage the school store.

GENERAL GUIDELINES

Dress Code

A student's clothing should be appropriate and in good taste. Weather conditions should be considered when selecting the student's daily apparel. During the winter months, if a child wants to go outside for recess, long pants will be required. When the conditions are wet or snowy and recess is still held outside, students must wear boots and snow pants if they expect to play off the

paved playground. Any clothing that interferes with the learning process will not be accepted and you may be called to bring appropriate clothing. Hats are not to be worn in the building, unless it is a specific hat day. Masks are optional for students and staff.

Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile, or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with a gang will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher, or building administrator.

Change of Address/Phone Number

Please contact the office when there is a change in a student address or phone number or that of the parent or guardian. Please help the office staff maintain up-to-date records.

Distribution of Materials

The principal must approve non-curricular materials before they can be distributed. There are guidelines to be met before a request can be considered.

Fire/Tornado /Crisis Drills

Fire and tornado drills are required by law at regular intervals and are an important safety precaution. Teachers in each classroom will give instructions for these drills. The instructions will be posted in each classroom and students should be familiar with the procedures.

The fire alarm is a signal for all students and teachers to make a quick, quiet, and orderly exit from the building. Students should remain with their class group, moving at least 100 feet from the building, and are not to reenter the building until directed to do so.

Tornado drills will be signaled and directions will be given on the intercom. Students should follow the tornado drill instructions by moving into the hallways. An intercom announcement will instruct students when it is safe to return to class. Security drills will be held during the school year.

Food and Drink Regulations

No opened containers may be brought into the building. This includes but is not limited to opened liter bottles, sports bottles, cups, and other containers that are not sealed. Water bottles are allowed to be brought from home.

Kindergarten Round up

Parents of future kindergartners (those students who will be five years old on or before July 31) will be informed of the yearly Kindergarten Round-Up. Parents will be able to register their child by visiting school and bringing the child's certified birth certificate, immunization records, and a record of a physical exam.

Library

The school library is organized to aid students with their schoolwork. It serves as a reference center for supplies, resource material, books, periodicals, and novels for personal interest reading. The library is available as a quiet study area when doing research. The policies governing the use of the library, checkout of library materials, fines, etc., are posted in the library. Students violating the rules and regulations of the library will lose their privilege of library use. If a book is lost a bill will be sent home. If the book is found later, a refund will be issued.

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 through Infinite Campus. You can monitor your account balance online at any time through Infinite Campus. We encourage parents to enroll in the online payment system through 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**.

Student Breakfast and Lunch

During the 2023-2024 school year, the cost of breakfast and lunch are as follows:

Breakfast Fees and Schedule:

Breakfast Fee - $2.20
Milk - $.50
Breakfast begins at 7:45 a.m. and ends at 8:05 a.m.

Lunch Fees and Schedule:

Lunch Fee - $2.95
Milk - $.50

If students would like seconds or two entrees, the cost of a lunch is $2.95. Students are encouraged not to bring pop.

If you have any questions regarding your family meal account, please contact us at 402-296-3361 ext. #2800.

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 provides an in-district food service. 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.gBraille, 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.

Lunch Rules

1. Students are to use proper table manners and not misuse food or beverages.
2. Trays and trash must be returned to the proper area.
3. Students are encouraged to drink healthy beverages. Pop is not encouraged.
4. Violation of these rules will result in disciplinary action.

Make-Up

Please do not allow your child to bring make-up to school because of the potential health hazard when the make-up is shared with other students.

Money
Please do not send money to school unless there is a reason such as lunch money or school store purchase.

Office Referral
A student may be sent to the office for serious inappropriate behavior. Teachers and other staff members will re-teach/redirect that behavior whenever possible before an office referral is made. Some behaviors are severe enough that a student is sent to the office with little staff intervention. An office referral form is filled out for the student stating the behavior and what is known about the incident. Administrators will investigate the behavior or incident, work with the student, and attempt to reach parents to inform them of the situation and discuss the resolution of the problem. Occasionally, a parent/student/principal or dean of students conference may be needed.

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 of 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.

Pets
Students and/or parents shall not be permitted to bring animals into the school and/or classroom.

P.T.O.
Parents and guardians are encouraged to join the P.T.O. This organization sponsors activities and helps to raise money to help Plattsmouth Elementary School. The P.T.O. Board meets monthly and welcomes any parent to attend.

Recess
Children will have the opportunity to get exercise, fresh air, and socialize with friends at recess. If your child is well enough to attend school, she/he is well enough to participate in the elementary schedule. Exceptions will be made when a note from a doctor excuses a child from certain activities. **Please dress your child appropriately for the weather. Please make sure your child is dressed appropriately for outside activities when the weather becomes cold.** It is at the discretion of the principal whether the clothing a child is wearing is appropriate for the weather conditions. Students will not be sent outside if it is raining or the temperature and/or wind chill is below 10 degrees. When the temperature and/or wind chill is above 10 degrees recess will be outside. **When the conditions are wet or snowy and recess is still held outside, students must wear boots and snow pants if they expect to play off the paved playground.** Occasionally the presence of ice on all hard outdoor surfaces necessitates that students stay

inside. **Students are asked to not bring toys or equipment from home to play with before and after school or during recess unless the building principal has granted permission.** Toys may be brought for classroom projects only (show and tell, writing assignments, etc.) and should be done so only with permission of the classroom teacher.

School Cancellation and Closing

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time was delayed. The same conditions may necessitate early dismissal. School closings, delayed starting time or early dismissal will be announced over television, radio stations, and Infinite Campus. Reports in the morning will be between 6:00 a.m. and 8:00 a.m. If no report is heard it should be assumed school is in session. If school is dismissed early because of inclement weather, all scheduled practices and activities may be canceled for that day.

School Closing Due to Health Conditions

The school district works closely with the Nebraska Department of Health during outbreaks of illness. In accordance with the Nebraska Department of Health recommendations, if 25-30 percent of students are absent and/or if an insufficient number of staff members are available to teach classes due to health, the administration of the school will consider closing the school. School or classrooms may also be closed due to COVID-19 confirmed cases.

School Property

Students marking or damaging school equipment or property in any way will be required to clean the article or pay for the damage done. Parents and students are responsible for materials loaned to the student.

Soiling and Wetting

Occasionally children do have soiling and wetting accidents. In grades K-4, if your child soils or wets, it is expected that you will come and/or pick him/her up, clean and change him/her and return him/her back to school. These are the procedures that Plattsmouth Elementary School will follow:

1. The first time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the parents are expected to come and help their child clean up or take them home to clean up and return the student to school. If the student cleans themselves, a note will be sent home and must be signed and returned to the classroom teacher.

2. The second time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the parents are expected to come and help their child clean up or take them home to clean up and return the student to school. If the student cleans themselves, a note will be sent home and must be signed and returned to the classroom teacher.

3. The third time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the

parents are expected to come and help their child clean up or take them home to clean up and return the student to school. A meeting with the parents of the student will be set and a plan will be established to address the issue.

At the team meeting, the plan should include the following information:
a. Possible reasons for the toileting issue.
b. Possible solutions for the toileting issue.
c. A home/school plan detailing who is responsible for each step of the plan at each location.

Students with medical or special needs may be exempt from this policy. A toileting plan will need to be established detailing who is responsible for each step of the plan at each location.

Telephone

Teachers are conducting classes from 8:10 a.m. - 2:50 p.m. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, lunchtime, and before and after school. Please do not ask to talk to a teacher during instructional time.

The school telephone is for school business. Students may not make personal calls, unless they are urgent and are given permission from their classroom teacher. Students may not receive phone calls during the instructional day. The school will make every effort to get messages to students during the school day. Try to let your child(ren) know their after school plans before they come to school.

Toys/Games

Toys, games, and video games will not be allowed at school unless they are to be used for a special activity. Please make sure your child does not bring toys to school unless a teacher or administrator has given prior approval. This includes all types of trading cards. This policy has been changed due to the number of conflicts resulting from lost, broken, and stolen toys.

LEGAL NOTICES AND STUDENT RIGHTS

Anti-Bullying Policy
Discussed in Board Policy 5415

Child Find/Special Services
If special educational needs of students exist or arise, they will be addressed in a manner that complies with State and Federal requirements. If you have questions about special education identification or services, contact the Assistant Director of Student Services Pam Dobrovolny at 296-3361.

Discontinuance of Enrollment for Children Younger Than Six Years of Age
Discussed in Board Policy 5002

Freedom of Expression
Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Administration
The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Student Discipline & Early Childhood Student Discipline
Discussed in Board Policy 5101.

Academic Integrity
Discussed in Board Policy 5101.

Student Fees
Discussed in Board Policy 5195.

Multicultural Policy
Discussed in Board Policy 6370.

Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973
The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Notification of Rights Under FERPA
Discussed in Board Policy 5202Z

Student Privacy Protection Policy
Discussed in Board Policy 5421

Parental Involvement Policies
Discussed in Board Policy 6400

Title I Parental and Family Engagement Policy
Discussed in Board Policy 6410

Homeless Students Policy
Discussed in Board Policy 5417

Interviews Of Students By Outside Agencies
Discussed in Board Policy 5413

Community Use of School Facilities
Discussed in Board Policy 1100

Option Enrollment
Discussed in Board Policy 5006

Student Records
Discussed in Board Policy 5202

Identification of Learners with High Ability
Discussed in Board Policy 5414

Search and Seizure
Discussed in Board Policy 5406

Internet Safety and Acceptable Use Policy
Discussed in Board Policy 6800

Safe Pupil Transportation Plan
Discussed in Board Policy 5306

Fire Drills & Crisis Plans
Discussed in Board Policy 6115

Assessments -- Academic Content Standards
Discussed in Board Policy 6212

Reading Instruction and Improvement
Discussed in Board Policy 6213

Concussions
Discussed in Board Policy 6284

Return to Learn From Cancer
Discussed in Board Policy 6286

Tobacco Policy
Discussed in Board Policy 1120

Title I Parent and Family Engagement Policy
Discussed in Board Policy 6410

Title I Funds
Discussed in Board Policy 3570

Insufficient Funds
Discussed in Board Policy 3580

Board Minutes
Discussed in Board Policy 9340

Employee Conduct Regulations
Discussed in Board Policy 4020 and 4020A

Workplace Privacy Act
Discussed in Board Policy 4027

Option Enrollment
Discussed in Board Policy 5006

Student Discipline
Discussed in Board Policy 5101 and Board Policy 5105 for students with disabilities

Drug and Substance Use and Prevention
Discussed in Board Policy 5104

Internet Safety and Acceptable Use Policy
Discussed in Board Policy 6800

Self-Management of Asthma Anaphylaxis and Diabetes
Discussed in Board Policy 6921 and 6921A

All Board Policies can be found at https://www.pcsd.org/Page/14

STUDENT HANDBOOK: COVID SUPPLEMENT
Refer to district website for COVID protocols and updates: www.pcsd.org COVID Protocols

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

1. **Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**

2. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict**

3. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**

4. **Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**

5. **Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**

6. **Physical Examination or Visual Evaluation---Parent Objection Form**

7. **Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**

8. **HHS Summary of the School Immunization Rules and Regulations 2018-2019**

9. **Affidavit (For Child to Enroll Early in Kindergarten)**

10. **Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**

11. **Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION— BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION AND VISUAL EVALUATION

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2017-2018 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you,

call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

AFFIDAVIT OF REFUSAL OF IMMUNIZATION--
FOR REASON OF RELIGIOUS CONFLICT
(For School Admission)

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: _____.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

____ Self, as I am the child and I am of the age of majority
____ As a legally authorized representative of the child based on (insert description of legal authority; e.g., parent or legal guardian):

_____

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

____ Conflict with the tenets and practice of a recognized religious denomination of which the child is an adherent or member; or
____ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 20__.

_____
Affiant

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by_____.

_____
Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]

AFFIDAVIT

Refusal of Immunization of Student for Religious Reasons

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

_____

(Name of Student) (Birthdate of Student)

If the student is of the age of majority:

I, , of lawful age and being first duly sworn,
(Name of Affiant/Student)
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

If the student is a minor:

I, , as legally authorized representative of
(Name of Affiant)

, of lawful age and being first duly sworn,
(Name of Student)
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this day of

Notary Public

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

REFUSAL OF IMMUNIZATION
For Medical Reasons

As the physician of:

_____

Child's Last Name First Name Age

_____

Birth Date School Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

☐ Diphtheria

☐ Tetanus

☐ Pertussis

☐ Polio

☐ Measles (Rubeola)

☐ Mumps

☐ Rubella (German Measles)

☐ Hepatitis B

☐ Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

☐ The student

☐ A member of the student's household or family

Comments _____

_____

_____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent /guardian must submit dates of immunization for all other diseases.

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____

(Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

_____

(Signature of parent/guardian/medical provider)

PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____
Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination

____ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination of visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

_____

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]

Nebraska Department of Health and Human Services

Department of Health and Human Services

Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired)

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

☐ Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*

☐ Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE_____
Signature of Parent/Guardian Date

Comments: _____

_____

_____

_____

_____

_____

FH-40 (44040) 6/07
(New Form)

Summary of the School Immunization Rules and Regulations
For 2023-24 School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs. of age 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. *Pneumococcal is not required after a child reaches 5 yrs. of age.
Students from Kindergarten through 12th Grade, including all transfer students from outside the State of Nebraska and any foreign students	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Additionally, **for 7th Grade** Only	1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://www.hhs.state.ne.us/reg/t173.htm (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 2/2014

AFFIDAVIT
(For Child to Enroll Early in Kindergarten)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child will reach the age of five years on or before July 31 of the current school year

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

____ the Child attended kindergarten in another jurisdiction in the current school year; or

____ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

____ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 2018.

_____

Parent or Guardian

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by_____.

_____
Notary Public

Plattsmouth Community Schools
Addition to Student Code of Conduct
Appendix "2"

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 (e-mail) 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 duration of applicable computer/network/Internet use.

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

Student's Name: _____ **Date of Birth:** _____/____/_____
(Month) (Day) (Year)

Health Condition: ☐ Asthma ☐ Anaphylaxis (For t*his Plan "Health Condition" means the condition(s) checked)*

Mother/Guardian: _____

Section IV.01 Address:

_____

Telephone: Home _____ Work _____ Cell_____

Father/Guardian: _____

Section IV.02 Address:

_____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider:_____

Section IV.03 Address:

_____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts:_____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

II. PARENT OR GUARDIAN AUTHORIZATION, APPROVAL AND LIABILITY WAIVER

The parents or guardians (hereinafter "Parent") request that Plattsmouth Schools allow the Student to self-manage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Asthma or Anaphylaxis Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary asthma or anaphylaxis medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

I will use the prescription asthma or anaphylaxis medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

A. Health care services the Student may receive at school relating to Student's Health Condition: See Guidelines (Part V).

B. Evaluation of Student's understanding of and ability to self-manage Student's Health Condition.

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student's Health Condition as follows:

1. Access to Prescription Asthma/Anaphylaxis Medication

☐ May have medication in Student's possession at any time.

☐ May have medication in Student's possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.

☐ May not have medication in Student's possession except for emergency use.

2. Self-Administration of Prescription Asthma/Anaphylaxis Medication

☐ May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.

☐ May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.

☐ May not self-administer except for emergency use.

C. It is agreed that this Plan permits regular monitoring of Student's self-management of Student's Health Condition by an appropriately credentialed health care professional.

D. Name, purpose and dosage of prescription asthma or anaphylaxis medication prescribed for Student: See Student Asthma/Anaphylaxis Action Plan (Part IV(F)).

E. Procedures for storage and access to backup supplies of such prescription medication for Student's Health Condition:

1. The Student, when permitted to be in possession of medication, will have only the prescription medication that might be needed for the Student's own use. For example, the Student may have one inhaler, but not two, unless the first is nearly empty
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

F.

Student Asthma/Anaphylaxis Action Plan

Student Name: _____ **Date of Birth:** _____/____/_____
(Month) (Day) (Year)

EXERCISE PRECAUTION - Administer inhaler 15-30 minutes before exercise (eg, gym class, recess)

☐ Albuterol inhaler (Proventil, Ventolin) 2 inhalations

ASTHMA TREATMENT	**IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED**
Give or self-administer ***quick relief medication*** when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest. **Quick relief medication:** ☐ Albuterol inhaler (Proventil, Ventolin) 2 inhalations ☐ Pirbuterol inhaler (Maxair) 2 inhalations ☐ Albuterol inhaled *by nebulizer* (Proventil, Ventolin) ☐ 0.63 mg/3 mL ☐ 1.25 mg/3 mL ☐ Levalbuterol inhaled *by nebulizer* (Xopenex) ☐ 0.31 mg/3 mL ☐ 0.63 mg/3 mL ☐ 1.25 mg/3 mL ☐ May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.	**If after 10 minutes:** • Symptoms are improved, student may return to classroom after notifying parent/guardian. • If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student's ability to remain in school for the day. • ***If student continues to worsen*** **CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).**

ANAPHYLAXIS TREATMENT	**IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED**
Give or self-administer ***epinephrine*** when Student experiences allergy symptoms, such as hives, difficulty	

breathing (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath). □ The Student has severe allergies to the following: _____ □ Epinephrine injection (please specify): □ EpiPen 0.3 mg □ Twinject 0.3 mg □ EpiPen Jr. 0.15 mg □ Twinject 0.15 mg □ May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.	• ***CALL 911* and closely observe the student.** • Notify parent/guardian immediately. ● Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility. ● *If student does not improve or continues to worsen*, INITIATE Nebraska's schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).

Possible adverse reactions to be reported to physician _____

_____

Special instructions _____

I am the Student's Physician or other health care professional who prescribed the medication for treatment of the student's condition. Student has ☐ Asthma ☐Anaphylaxis and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student's Health Condition in accordance with this Asthma or Anaphylaxis Medical Management Plan. I approve the Medical Management Plan and the Student Asthma/Anaphylaxis Action Plan and authorize Student to self-manage Student's Health Condition at school in accordance with the Plan.

Physician signature: _____ Date: _____

V. GUIDELINES FOR ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

Term of Plan: The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student's health or prescribed treatment or student's ability to self-manage.

Medications: The parents or guardians are responsible for supplying any and all prescription asthma/anaphylaxis medications required under the Plan; the school is not responsible for providing the medications. Prescribed asthma/anaphylaxis medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. Inhalers must have a label attached to the inhaler itself, not on the packaging. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new asthma/anaphylaxis action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

Health care services the Student may receive at school relating to Student's Health Condition.

1. Standard health services available to all students.
2. Storage of backup asthma or anaphylaxis medication supplies.
3. Recording of student self-administration reports.

Consultations: The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

Permitted Self-Management: Pursuant to the Asthma or Anaphylaxis Medical Management Plan the Student shall be permitted to self-manage the Student's asthma or anaphylaxis condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

Student Reports of Self-Administration: The Student shall promptly notify the school nurse, the school nurse's designee, or another designated adult at the school when the Student has self-administered prescription asthma or anaphylaxis medication pursuant to the Plan.

Responses to Student Misuse: The possession of medications by Students is a violation of the school's drug and student conduct policies and may result in an expulsion from school. To the extent this Asthma or Anaphylaxis Medical Management Plan permits the Student to be in possession of prescribed asthma/anaphylaxis medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription asthma or anaphylaxis medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student's access to such medication; however, it is agreed that in the event of any such misuse, a re-evaluation of the Student's understanding of and ability to self-manage Student's Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

Sharing Plan: It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be

shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the Student's person so the Student is not reported for a violation of the school's drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

Filing of Plan: This Asthma or Anaphylaxis Medical Management Plan is to be kept on file at the school where the Student is enrolled.

VI. SCHOOL NURSE ACKNOWLEDGEMENT OF ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

☐ Parent Request and Liability Waiver signed ☐ Student Agreement signed.

☐ Management Plan (including Action Plan) signed by Physician.

☐ Guidelines reviewed with the Student and Parent/Guardian.

☐ Copy of Guidelines and Student Agreement received by Parent/Guardian for reference.

School Nurse or designee signature: _____ Date: _____

Asthma/Allergy Self-Management Log

Student Name_____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form

Parents/Guardian_____ Phone_____
Teacher_____ Grade_____



PLATTSMOUTH MIDDLE SCHOOL

HANDBOOK

2023- 2024

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL
MISSION STATEMENT

Plattsmouth Community Middle School fosters academic excellence, creativity, and responsible behavior.

Preparation - Empowering students to live and learn in an ever changing and diverse world.

Cooperation - Working together with students, parents, staff, and community to create a dynamic learning environment.

Mastery - Encouraging students to be motivated to reach for their highest levels of performance.

Success - Providing students with the skills required to conquer the challenges of the future.

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL
VISION STATEMENT

Plattsmouth Community Middle School provides a safe, caring and flexible learning environment. Students and staff respect each other and take pride in their school. A consistent and fair discipline system protects the rights of everyone to learn and teach. A core curriculum is emphasized, strategies for all learning styles are in place and creativity is fostered. Opportunities are provided for and participation is encouraged in exploratory courses and extracurricular activities. Students have a desire to learn, take an active role in the education process, and value education beyond monetary rewards. The staff, parents, and community work together to guide the Plattsmouth Community Middle School students to achieve realistic high expectations that are meaningful within the lifelong learning process.

PROCEDURES AND REGULATIONS SUBJECT TO CHANGE

The information contained is current and in effect at the time of the printing. However, the procedures and regulations set forth in the handbook may be altered or revised as necessary. Some of our procedures and regulations may be altered as we work within the frameworks of our building, the new staff members, parent response, student input, as well as new Board of Education policies, and as State and Federal laws change. Much of the handbook is an extension of Board Policies. **Current board policies are available at www.pcsd.org.** This handbook does not form a contract.

PLATTSMOUTH SCHOOL BOARD MEMBERS

Brian Harvey, President
Max Muller, Vice President
Nolan Siemonsma, Secretary
Matt Glup, Treasurer
Terri Cunningham-Swanson
Tony Foster
Jeremey Shuey
Karen Tesarek-Parsons
Ken Winters

PLATTSMOUTH SCHOOLS ADMINISTRATIVE STAFF

Superintendent– Dr. Richard Hasty
Director of Instructional Services – Dr. Cheryl Larson
Early Childhood-Head Start Director- Juliana Beck
Director of Special Education – Amanda Wright
Systems Administrator– Zach Schroeder
Technology Support- Wesley Phillipson
Business Manager – Jennifer Serkiz
Payroll- Chris Hudson
Office/Data Manager- Barb Baker
Administrative Assistant- LeeAnn Stander

MIDDLE SCHOOL ADMINISTRATIVE STAFF

Mr. John Campin - Principal
Mr. Claude Michel - Assistant Principal/Activities Director

MIDDLE SCHOOL SUPPORT STAFF

Mrs. Sara Barada – School Social Worker
Mrs. Jill Bradney – Administrative Assistant
Mrs. Sherri Johnson – Data/Student Support Facilitator
Mrs. Sarah Lozzi – Health Aide
Mrs. Tami Petri – Office Manager

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL STAFF

Mrs. Ann Albers - 5th Grade Science
Mrs. Colleen Ksiazek – 5th Grade Resource
Mrs. Leigh La Rosa - 5th Grade Math/Social Studies
Mrs. Staci McDonnell- 5th Grade Math/Social Studies
Mrs. Sharon Poindexter- 5th Grade Language Arts/Reading

Mrs. Kasey Barr - 6th Grade World History
Ms. Robin Christiansen - 6th Grade Language Arts/Reading
Ms. Kelli Henry- 6th Grade Resource
Mr. Larry Kress- 6th Grade Math
Mrs. Amanda Phillipson - 6th Grade Science

Mr. Zach Biere- 7th Grade World History
Mr. Joel Dix -7th Grade Language Arts
Mrs. Dee Hellbusch - 7th Grade Science
Mr. Chase Lofing- 7th Grade Math/Pre-Algebra
Ms. Pam Osthus- 7th Grade Resource

Mr. David Dukes - 8th Grade Resource
Mr. Bob Dzuris - 8th Grade Science
Mrs. Heather Irish - 8th Grade Language Arts/Reading
Mrs. Jaima Negrete- 8th Grade American History
Mr. Matthew Timm- 8th Grade Pre-Algebra/Algebra

Mrs. Mandi Crick – Vocal Music
Mrs. Cynthia Duechting- ELL
Mr. Kyle Graves - HAL Facilitator
Ms. Lenette Haliburton- Instrumental Music
Mrs. Brenda Jessen- Art
Ms. Michelle Knight - Computer Tech
Mr. Mike Knust - Industrial Technology
Mrs. Julie Little - Library/Media Center
Mrs. Kim Ryerson- 5th-8th Life Skills
Mrs. Marla Smith – Health
Mr. Troy Steele - Physical Education

Mrs. Mandy Creekmore – Teacher Associate
Mrs. Danielle Haberman- Teacher Associate
Mrs. Elizabeth Hadraba- Teacher Associate
Mrs. Heidi Korsmo- Teacher Associate
Mrs. Shelley Quade – Teacher Associate
Mrs. Donna Shrimpton - Teacher Associate

CLASS SCHEDULES FOR 2023-2024

Regular Schedule

8TH GRADE

8:08- 8:56	Special 1
9:00 - 9:48	Core 1
9:52 - 10:40	Core 2
10:45 - 11:32	REACH
11:36 - 11:50	SSR
11:54 - 12:24	Lunch
12:28 - 1:16	Special 2
1:20 - 2:08	Core 3
2:12 - 3:00	Core 4

7TH GRADE

8:08- 8:56	Core 1
9:00 - 9:48	Special 1
9:52 - 10:40	Core 2
10:45 - 11:32	Special 2
11:36 - 11:50	SSR
11:54 - 12:24	Lunch
12:28 - 1:16	REACH
1:20 - 2:08	Core 3
2:12 - 3:00	Core 4

6TH GRADE

8:08- 8:56	Core 1
9:00 - 9:48	Core 2
9:52 - 10:40	Core 3
10:45 - 10:59	SSR
11:03 - 11:33	Lunch
11:36 - 12:24	REACH
12:28 - 1:16	Core 4
1:20 - 2:08	Special 1
2:12 - 3:00	Special 2

5TH GRADE

8:08- 8:56	Core 1
9:00 - 9:48	Core 2
9:52 - 10:40	Special
10:45 - 10:59	SSR
11:03 - 11:33	Lunch
11:36 - 12:24	Recess / Read Aloud
12:28 - 1:16	Core 3
1:20 - 2:08	REACH
2:12 - 3:00	Core 4

Plattsmouth Community Schools
2023-2024 Calendar

AUGUST 2023

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 2023

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 2023

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 2023

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 2023

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

7-9 PD New Teachers
10-15 PD All Staff/No Students
16 First Day of School 1st-9th; PM Kind.
17 First Day of School for AM Kind., 10th-12th
16-21 Early Childhood Home Visits
22 First Day for Early Childhood

September

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

October

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

November

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

December

21 End of 2nd qtr.=45 student days, End of 1st semester
Student days=84, Teacher days=91(Oct. 13 is a comp. day)
21-29 No School- Staff & Students

January

1-2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
15 No School for Staff & Students

February

7 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
19 No Students-PD for All Teachers
21 & 22 P-T Conferences: EC 4:30 PM-7:30 PM
23 P-T Conferences: EC All Day, No classes at EC

March

6 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 P/T Conferences: ES 4:30 PM-7:30 PM
7 End of 3rd Qtr.=44 student days
8 No Students – PD for All Teachers
11-15 No School-Spring Break (3/17 is a Teacher Comp. Day)
29 No School – Staff and Students

April

1 No School - Staff & Students

May

8 & 9 PT Conferences: EC 4:30 PM-7:30 PM
10 P-T Conferences: EC 8 AM-4 PM, No classes at EC
13 EC Comp. Day, No classes at EC
19 High School Graduation
23 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=90.5 student days
24 No Students-PD for All Teachers, Teacher days=95 (Mar. 15 is a comp. day)
23-24 Inclement weather make-up days, PD

JANUARY 2024

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			

FEBRUARY 2024

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		

MARCH 2024

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						

APRIL 2024

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				

MAY 2024

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	

	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

GENERAL INFORMATION

Classes Begin at 8:08 a.m. **School Dismisses at 3:00 p.m.**

Access to Buildings

Students are not to arrive at school before 7:45 a.m. If students participate in the breakfast program, they may enter the building at 7:45 a.m. All students must be out of the building by 3:15 p.m. However, with specific permission from a teacher and with direct supervision, a student will be granted access for such activities as practices, tutorials, detentions, lab and media use. Upon arriving at school, students are to report to their designated grade level area, or the gym (depending on the weather conditions).

Closed Campus

Plattsmouth Community Middle School operates on a closed campus basis. During the school day (including the lunch period), students are prohibited from leaving the school ground or being in the parking lot unless permission to do so has been granted by the principal or his/her designee. Parents should contact the office if their child needs to leave the school grounds.

Leaving During the School Day

No student is to leave the school during school hours without permission of the principal or the principal's designee, which will be granted only after parents or guardians have been contacted. The student must then sign out in the office. Leaving the school campus without permission will result in after-school detentions and/or in-school suspension.

Lunch Schedule

5th Grade	11:03- 11:33
6th Grade	11:03- 11:33
7th Grade	11:54- 12:24
8th Grade	11:54- 12:24

Cafeteria Rules

Food is confined to the cafeteria area and may not be taken to other parts of the building or the bleachers. Students are to use proper table manners and not misuse food or beverages. Trays, serving utensils, plates, and silverware must be returned to the proper area. Students should never be late to class following breakfast or lunch. Serving lines will close 10 minutes before the period ends and at 8:00 a.m. in the mornings.

Meal Costs

Student Breakfast- $2.20 Full price $.30 Reduced
Student Lunch- $3.05 Full price $.40 Reduced

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.
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 OPAA 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.gBraille, 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.

Anti-Bullying Policy 5415
One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff. The school district shall review the anti-bullying policy annually. See www.pcsd.org for more information on Board Policy 5415.

Bicycles
Bicycles are to be parked immediately upon arrival on school grounds in the provided racks. Students are advised to secure their bicycles with a lockable device. **PCMS is not responsible for stolen or damaged bicycles.**

Book Bags
Book Bags are to be kept in student lockers from the time they enter school until the end of the day. Book Bags are not allowed in classrooms during the school day. (Special circumstances, please see the principal)

Bulletins and Announcements
The daily bulletin will be read to students each day. Any items that need to be in the bulletin must be in the office before 7:45 a.m. Announcements/ messages will take place at the end of the day. Parents are encouraged to call before 2:50 p.m. in order to ensure their message gets delivered.

Change of Address
Any change in your address or phone number or that of your parent or guardian must be reported to the office immediately.

Changing/Dropping Classes
The policy for changing and/or dropping exploratory classes is as follows. Students enrolled in exploratory classes that are only a quarter in length cannot add or drop those classes after the fifth day of the quarter in which they are enrolled in the course. The only exception to these guidelines will be when the parent/guardian, child, teacher of the course and the principal meet to conference about the situation

Computer Use
The computer has become an essential educational tool. Therefore, students at PCMS will interact with them on a daily basis. This use must be responsible. Students who misuse computers (for example, abuse them or access the Internet without prior parental permission) may be denied access privileges (for the school year) and/or receive more serious consequences. Students and parents will be required to sign an application for an Internet account. A complete statement of student rights and responsibilities will be distributed at registration. **See Board Policy 6800 at www.pcsd.org for more information on the district computer use policy.**

Drug Free Schools

PCMS is a Drug Free School and as such receives money from the Federal Government to ensure the delivery of curriculum targeting a drug free education. Upon receipt of written notification from the parents or legal guardians of a student, PCMS shall withdraw such student from any program or activity funded under this program.

Field Trips

Field trips are encouraged and organized for the enrichment opportunities of our students. These are learning situations related to classroom instruction that take place outside of the school setting. Students must have a permission slip signed by a parent before participating in a field trip.

Fire/Tornado/Security Drills

Fire and Tornado drills are required by law at regular intervals and are an important safety precaution. Teachers in each classroom will give instructions for these drills. The instructions will be posted in each classroom and students should familiarize themselves with these. The fire alarm is a signal for all students and teachers to make a quick, quiet, and orderly exit from the building. Students should remain with their class group, moving at least 100 feet from the building, and are not to reenter the building until directed to do so. Tornado drills will be signaled by a siren tone via the intercom. Students should follow the tornado drill instructions in moving into the hallways. An intercom announcement will instruct students to return to class. Security drills will be held during the school year.

Freedom of Expression

Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Guidance

As an integral part of the total educational program, guidance and counseling services are concerned with the study, understanding, and adjustment of every student attending PCMS. The Guidance Department is organized for the purpose of helping each student adjust to the present environment, to enjoy all educational opportunities and to aid students in becoming self-directed individuals.
The services, offered in the Guidance Department include:
Individual and group counseling
Educational and occupational planning
Testing and student assessment
College and job placement/awareness
Parent and staff referrals
Referral follow-up and evaluation
Student registration and scheduling

High Five's

1. Be respectful
2. Be responsible
3. Be there/Be ready
4. Follow instructions
5. Keep hands/feet to self

Infinite Campus

Infinite Campus is the student information management system used by Plattsmouth Community Schools. It allows parents and students to access information about grades and attendance through the Internet via a login name and password. Contact the school office to obtain your student's login and password. Parents and students are encouraged to use this information to continuously monitor student progress. Computers are available at all schools or at local libraries.

Insurance

Plattsmouth Community Schools does not provide insurance to any students. Insurance is available, however, for purchase at the students' expense. Forms are available at the administration office.

Library

The school library is organized to aid students with their schoolwork. It serves as a reference center for supplies, resource material, books, periodicals, and novels for personal interest reading. The library is available as a quiet study area when doing research. It is open from 7:45 a.m. to 3:15 p.m. The policies governing the use of the library, checkout of library materials, fines, etc., are posted in the library. Students violating the rules and regulations of the library will lose their privilege of library use.

Lockers

Lockers are assigned to students for their own convenience in storing school-related materials. Students are prohibited from storing anything in their lockers that is not needed for school- connected activities, or any instrument that can be considered a lethal weapon. In assigning lockers to students, the school does not relinquish control over those lockers. A student is not to change to another locker at any time for any reason unless given permission by the office. Do not divulge your combination to anyone! It is the student's responsibility to keep the locker locked at all times. Grade level teacher teams determine access to lockers.

Lost and Found

All articles that are found should be taken to the main office. If you misplace books or personal possessions, check with the school secretaries to determine if the lost items have been turned in. **The lost and found storage area will be cleared at the end of each quarter.**

Money and Valuables

You are advised to bring no cash or any other valuable item with you to school unless it's absolutely necessary. If such an occasion arises, the safe in the office is available for securing your property and/or cash. **PCMS is not responsible for lost or stolen items.**

Problem Solving

When a problem or concern about your child arises, please contact the staff member who is involved with your child. This is usually the classroom teacher or the sponsor/coach. This individual has the most knowledge of this concern and will be able to discuss the matter with you at a convenient time for both of you either by phone or at a conference. Most of the time solutions can be found for your concerns by contacting the district employee. If you do not feel your concerns are adequately addressed, then contact the building principal.

Safety Glasses

Safety glasses are required in some of the classes at PCMS. Failure to wear eye protection could result in injuries or loss of eyesight.

School Cancellation and Closing

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced over television radio stations. Reports in the morning will be between 6:00 a.m. and 8:00 a.m. If no report is heard it should be assumed school is in session. If school is dismissed early because of inclement weather, all scheduled practices and activities may be canceled for that day.

School Closing Due to Health Conditions

The school district works closely with the Nebraska Department of Health during outbreaks of illness. In accordance with the Nebraska Department of Health recommendations, if 25-30 percent of students are absent and/or if an insufficient number of staff members are available to teach classes due to health, the administration of the school will consider closing the school.

School Property

Students marking or damaging school equipment or property in any way will be required to clean the article or pay for the damage done. Parents and students are responsible for materials loaned to the student.

Student Fee Policy 5195

The Board of Education of Plattsmouth Community Schools adopts a student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. See www.pcsd.org for more information on Board Policy 5195.

Telephone/Cell Phones

Teachers are conducting classes from 8:08 a.m. - 3:00 p.m. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, and before or after school. The school telephone is for school business. **Students may not make personal calls, unless they are urgent** and are given permission from their classroom teacher. The school will attempt to get emergency messages to students during the school day. **Try to let your children know their after-school plans before they come to school.**

Student cell phones MUST be on silent. Cell phones are not allowed to be used at any time during the school day. Students will have their cell phone confiscated if they are caught using it by a staff member.
First Offense: Student may pick up their phone at the end of the day.
Second Offense: Parents will be required to pick up the phone.
Third Offense: Parents will be required to pick up the phone. Students will not be allowed to bring their phone for 30 days.
Fourth Offense: Students will be required to turn their phone into the office at the start of the school day, where it will remain locked in the safe until the student's day is done.

ACADEMICS

Grading Scale for all grades
A = 100- 90%
B = 89- 80%
C = 79- 70%
D = 69- 60%
F = Below 60%
I = Incomplete

Promotion and Retention

The administration and staff of PCMS will determine the promotion and retention of all students at PCMS in accordance with Board Policy 5201. Parents who wish to discuss the retention of a student must contact the Principal.

Parent/Teacher Conferences

Parents are encouraged to communicate frequently with their children's teachers. Appointments for conferences with teachers, counselors, or administrators can be made at any time by telephoning the school office. Parents can meet with grade level teacher teams in person during the school week or they can utilize a telephone conference. Team planning times are:

5th grade: 9:52 a.m. - 10:40 a.m.
6th grade: 2:12 p.m. – 3:00 p.m.
7th grade: 9:00 a.m. – 9:48 a.m.
8th grade: 8:08 a.m. – 8:56 a.m.

Regular Parent/Teacher Conferences will be held four times per year, for parents to meet with teachers to discuss their son/daughter's academic standing.

Plagiarism

Copying someone else's homework, copying someone else's computer disk, copying from another students quizzes, tests, or exams, or plagiarism of published works is a serious infraction. If a student is caught cheating or plagiarizing, the teacher shall document the incident. This documentation will be submitted to the administration and parents will be contacted. The consequences for cheating or plagiarism will depend upon the severity involved and the number of times the student has demonstrated this behavior.

Report Cards

The school year will consist of four quarters, each consisting of approximately 45 school days. Report cards are available at the end of each quarter in your Infinite Campus portal. Your student's grades can be viewed at any time via your Infinite Campus portal. An end- of-year report card will be mailed home at the end of the school year.

Student Support System Purpose and Goals

The Plattsmouth Student Support System is designed to promote the ongoing development of students so the school district mission can be fulfilled for all students. Three goals will be achieved through implementation of The Plattsmouth Student Support System:

1. **Outcomes** – Students will master academic and behavior performance goals with appropriate levels of support.

BIG FIVE GOALS

Academic	Behavior
Arrive to class prepared for learning. Use work time appropriately. Complete assigned tasks on time.	Demonstrate respect for people and property. Respond appropriately to staff directives.

2. **Quality –** The efficiency of the Student Support System will improve continuously through design-based data gathering, objective and subjective data analysis, intervention plan development, plan implementation, and sustained monitoring.
3. **Assurance –** The school district will demonstrate accountability to local, state and federal governing bodies by assuring that "no child is left behind."

The Student Support System will utilize several levels of support

Level 1: Student, teacher(s), and parents

Level 2: Student, teacher(s), parents, Level 2 coordinator, and possibly an administrator

Level 3: Student, teacher(s), parents, building administrator, and school psychologist

Level 4: Student, teacher(s), parents, building administrator, school psychologist, and District administrator

Interventions and Procedures

Interventions and procedures will include:

- Conferences, that may or may not include the student, parent, teachers, counselors, and administration.
- Detentions
- After school study hall
- Study Hall
- Guided Study Hall

Extra Curricular Activities Eligibility: Any student who has been placed in mandatory after school study hall through the Student Support System will not be eligible to participate in any extra curricular activities.

Teacher Assistance (Extra Help)
Students who require additional time to adequately master assigned work may arrange such sessions with their teachers. In some cases, teachers may request students to report outside of class time for sessions of supervised study.

Textbooks and Supplies
Textbooks are provided to students as a benefit from 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 Community Middle School. Students are asked to provide materials such as notebooks, paper, pencils, pens, and books or special supplies needed for specific classes. If a student cannot provide these materials they can request a waiver application by contacting the principal or superintendent.

Transferring Students
Any student leaving the middle school permanently must obtain a checkout form from the office. This sheet will be signed by each of the student's teachers when all books and materials have been returned. It will also indicate that all fines and assessments have been paid. The checkout form is to be returned to the office prior to leaving the building.

ATTENDANCE

Absence

When a student is absent or tardy from school, parents are asked to call the school by 9:00 a.m. The school office, whenever possible, will call the parents or guardians of the students whose names are on the student absentee list if a prior call has not been received from the parent regarding the absence. A written excuse shall be presented to the office upon the day of return or parents may excuse the absence by phone.

Students must follow specific guidelines if they plan an extended absence from school for any reason:

- The student must notify the office and teachers as soon as possible.
- The student must arrange to make up all work as possible before going.
- Parents or guardians must provide written notification to the office prior to the time of the student's departure.
-

Tardiness

Classroom instruction will begin when the bell rings. Teachers will assign before or after school detentions for unexcused tardies beginning with the third tardy. Students who are more than fifteen minutes late to class will be considered absent. Teachers may refer students to the principal if the problem persists.

Unexcused Absence

Students with unexcused absences may be assigned detentions or other consequences.

Board Policy 5008 (Can be viewed at www.pcsd.org)

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage such regular and punctual student attendance. The Principal and teachers are required to maintain an accurate record of student attendance. If you have any questions regarding your child's attendance, please contact the middle school office.

ACTIVITIES

Student Activities

Student activities play an important role at PCMS. In order to promote student participation, the following activities are sponsored by the school district:

Band
Jazz Band
Vocal Music
Destination Imagination
Student Council
Art Club
NJHS

Student Council

The Student Council is an organization representative of the PCMS student body working for the benefit of the PCMS students. At the end of each year, Student Council elections are held to elect members for the upcoming school year. Grade level elections for class representations and an election by the Student Council members is held for Student Council officers.

Athletics

Competitive athletics present many challenges and learning opportunities for PCMS students. In order to promote student participation, the following athletic activities are offered for 7th and 8th graders: Football, Volleyball, Basketball, Wrestling, and Track and Field. We also have a competitive Cross Country Club for 6th through 8th graders.

INTERSCHOLASTIC ATHLETICS AND ACTIVITIES
PARTICIPATION GUIDELINES

Introduction - The purpose of these guidelines is to share important knowledge and to explain the Plattsmouth Community Schools (PCS) rules and regulations that student athletes must follow in order to participate in athletics. The Athletic Department is proud of the students and coaches who have made this athletic program a success; therefore, it expects all PCS student athletes to conduct themselves in a manner designed to ensure continuing success.

Our philosophy is to provide extracurricular experiences that will help students develop physically, mentally and socially. We believe that the middle school program should emphasize student participation over sports competition. In the ninth grade, the emphasis begins to shift as we prepare our athletes for varsity competition. In high school the transition is complete, and sports competition is emphasized over student participation. At no time, however, does the athletic program supersede the educational curriculum.

Team Selection and Playing Time

Team selection and playing time is based on a variety of factors and is to be determined by the school officials in charge of the activity.

Eligibility - All boys and girls may try out for any of the PCS interscholastic team/s available to them, provided they meet the requirements established by Plattsmouth Community School District, and they agree to follow the "Student Behavior Guidelines" (Student/Parent Handbook) and the "Requirements for Participation" enumerated in this guide. To remain eligible to participate, student athletes must, at all times, abide by these requirements and guidelines.

Requirements for Participation

1. Academic Eligibility- Students must maintain passing grades in their classes. Students will be declared academically ineligible if they are placed in a mandatory after school program.

2. "Good Standing" with the school - Students may not participate who are:
    a) On suspension (in or out of school)
    b) In the alternative setting
    c) In compliance with the "Office Referral" criteria.

3. Office Referral Criteria - The following are the consequences for receiving an office referral for behavioral reasons during the season of each sport in which the student participates:
    a) First behavioral referral - student will miss practice/activity
    b) Second behavioral referral - student will not participate in next game/match/next activity
    c) Third behavioral referral - student will be dismissed from the team/club/activity

4. Sportsmanship - Student athletes must:
    a) Consider all opponents as guests of PCS and treat them with courtesy.
    b) Accept all decisions made by officials without question.
    c) Avoid use of abusive or profane language.
    d) Applaud good sportsmanship and performance of teammates and opponents.
    e) Strive for victory through fair play, following all rules of the game.
    f) Love competition for its own sake--in victory and in defeat.
    g) Win without boasting and lose without excuses!

1. Attendance Eligibility - In order to be eligible for an activity, athletic event, practice, or rehearsal, which is not part of an academic requirement, the student must be in school attendance at least a half-day to participate in extra curricular activities. (Noon would be the cut off time.) There may be special cases where an

absence not due to illness is unavoidable. In such cases, an exception may be made by the administration. If a student is placed on in/out of school suspension the day of an activity, they will not be allowed to participate in the activity.

2. Physical Examinations - Each year a complete physical exam is required of all student athletes before they may participate in any phase of the interscholastic athletic programs at PCS. The PCS dictates that the exam takes place after May 1st to ensure eligibility for the following school year. Students must obtain a physical exam card from the activities director's office. The completed card shall be returned to the activities director's office before athletes will be issued equipment or be allowed to practice.

3. "Permit to Participate" Card - Athletes will not be allowed to participate without a clearance form from the AD's office. Athletes will be given clearance after filing with the activities office the following two forms:
    a) completed physical exam form
    b) completed parent consent form
    c) payment of $50 participation fee or approved student fee waiver.

4. Attendance at Practice - All practice start times will be designated by the individual coach and AD. Athletes must be dressed and on the field or playing court at the time set by the coach. Athletes unable to attend practice must contact the coach before the practice begins.

5. Trips - Team members travel to and from away events as a unit. Exceptions to this rule must be approved by parents and the coach. Such parental requests must be in writing. Athletes will not be allowed to travel with anyone except their parents or the parents of another student without prior permission through the completion of the "Alternate Transportation Form."

6. Signs, Banners, etc. - Streamers, signs, banners, etc, may not be paraded at any athletic event sponsored by PCMS. Such items may be posted prior to an event if they are in good taste. Mechanical noisemakers, confetti, or other nuisance items are prohibited.

7. Building Use - Athletes are not allowed in the building without a coach or a faculty sponsor.

8. Removal or Change from Athletic Teams - Any athlete removed from a PCS team for any reason will not be allowed to participate on any other PCS team during the season in progress.

9. Coaches' Rules - All rules and regulations adopted by the coach and/or sponsor of an athletic activity must be followed, provided that the participants have been notified of such rules and regulations in writing.

10. Student Conduct Rule (**Board Policy No. 5101 and 5103**) - Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities that are illegal, immoral or unhealthy. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Penalties for Student Athlete Misconduct - Generally, the administration and coaches/sponsors will impose penalties for violations of #1-13 in some situations, a coach/sponsor may elect to involve the Activities Disciplinary Committee (ADC). The ADC will impose penalties for violations of #14 and #15. The Committee may also be involved in the imposition of penalties for violations of #1-13 at the request of a coach/sponsor. The ADC is the first avenue of appeal for athletes who have been disciplined by a coach/sponsor.

Activities Disciplinary Committee - Members: the student athlete's head coach/sponsor, the activities director, and the building principal.

Due Process - Prior to the imposition of any disciplinary penalty for athlete misconduct, the ADC will abide by the following procedures:

1. A reasonable investigation will be made of the facts and circumstances of the alleged violation.
2. A penalty may be imposed if;
    - **a.** a staff member or administrator of PCS sees the athlete commit the act of misconduct,
    - **b.** if the athlete admits committing the act,
    - **c.** if after a reasonable investigation, the coach/sponsor and/or ADC concludes that the athlete has committed the act,
    - **d.** if the athlete is arrested for committing the act and a reasonable investigation by the ADC concludes that the athlete has committed the act, or
    - **e.** if the athlete is criminally convicted of the act.
3. The athlete will be notified of the charges against him/her and provided with an explanation of the evidence.
4. The athlete will be afforded an opportunity to explain his/her version of the facts.
5. The student athlete and/or parents may request a conference with the coach/sponsor and/or ADC to discuss the matter and any proposed penalty.
6. Any decisions made by the ADC will be put in writing and mailed to the student athlete and his/her parents within twenty-four hours.

7. The athlete and/or parents may request that the Superintendent of Schools review the imposition of the penalty to determine if it was fairly imposed under the circumstances.

Suspension from School - Students suspended (in-school or out of school) for disciplinary reasons may not participate in any extracurricular activities during the period of suspension. In addition, Requirement for Participation #3 applies.

Activities on Sunday/Wednesday Nights - The PCS allows no Middle School contests on Sundays. Additionally, PCMS will schedule no activities on Wednesday nights.

Stormy Weather Procedures - PCS coaches, sponsors, and staff members are directly responsible for all students under their supervision at any PCS activity. When severe weather strikes with little or no warning, these individuals directly in charge of the activities must determine, in their best judgment, what action/s are in the students' best interest.

At away events, when severe weather becomes a concern, coaches/sponsors along with the bus drivers will determine the best course of action to take, keeping in mind the safety of the students.

Coaches/sponsors should make every effort to keep school officials informed of any changes or deviations from the normal routine of events if weather dictates that such action be taken.

Code of Ethics for Spectators

Education values are inherent in athletics/activities. If the full benefit of athletics/activities as an educational tool is to be utilized, schools must immediately concern themselves with spectator sportsmanship.

The playing of the game should be regarded by the spectators as an art and should be appreciated and enjoyed as such. Respect for our players, coaches, and officials regardless of their own team loyalty is essential for raising the standards of good sportsmanship.

Ethical Considerations for the Spectators:

1. Recognize the official as a person of integrity and qualification and respect the decisions accordingly.
2. Refrain from creating disturbances that would be detrimental to the flow of the game and/or to the safety of the participants involved.
3. Refrain from harassment, profane language or ostentatious behavior with respect to players and coaches.
4. Become familiar with the rules of the game in order to enjoy it more and to understand the decisions made by the officials.

5. Exhibit team loyalties and support without negative action toward opponents or officials of the game.

Activities

Interscholastic activities are an extension of academic classes at PCMS. Therefore, in order to be eligible to represent PCMS in interscholastic activities competition, a student must meet and abide by all applicable Plattsmouth Community Schools' policies, rules, and regulations as an academic student of PCMS. In addition, if the activities are PCS sanctioned, the student must abide by the eligibility rules of the Nebraska School Activities Association (PCS). All students must complete the PCMS Parent Consent Form before participating in any activities outside the regular classroom.

Activity and Event Regulations

As with all school-sponsored activities, all student behavior guidelines will be followed including adherence to the dress code. Students attending any school activity may not leave and re-enter the activity. If students leave, they will be required to leave the school property. Students are at events to be spectators, not to cause disruptions. Any student causing disruptions at an event will be removed from the school grounds for this event and could be restricted from events for the remainder of the school year. This includes events at all three schools.

Activity Tickets

An activity ticket will enable a PCMS student to gain admission to all PCMS sponsored sports activities for the school year. Students without activity tickets will be charged the regular admission fee. Middle School students with an activity ticket may attend High School events at no extra charge, except for District or State events. **Students at PCMS or PHS events are expected to follow school behavior guidelines. Failure to do so may result in the student being asked to leave the event.**

Field Trips

Students participating in field trips that are school-sponsored activities are expected to follow the same student behavior guidelines and rules of participation as athletes. This includes rules regarding parental permission and transportation.

Interscholastic Athletics Eligibility

In order to be eligible to represent PCMS in interscholastic athletic competition, a student must meet and abide by the eligibility rules of the Plattsmouth Community Schools (PCS) and all applicable Plattsmouth Community Schools policies, rules, and regulations.

Interscholastic Athletics

Participation Guidelines distributed to all parents and athletes with the PCMS Physical and Parent Consent Forms that must be completed, signed, and turned in to the athletic director before the athlete may participate in any athletic practices or contests.

Practices/Rehearsals

The school, in cooperation with the local churches and the community, will avoid scheduling activities on Wednesday evenings or Sundays. Exceptions to this will only be made by prior approval of the superintendent of schools.
If school is dismissed early due to inclement weather, all scheduled practices and activities may be canceled for that day.

Travel

The PCS provides transportation to and from athletic events and activity contests. Participants are required to travel on school-provided transportation. Exceptions are made only when prior arrangements have been made by the student's parent using the procedures established by the athletic director.

STUDENTS

5006 Option Enrollment

For a student to attend Plattsmouth Community Schools as an option enrollment student, the student's parent or legal guardian shall submit an application to the Board of Education of the Plattsmouth Community School District during the application period (i.e., between September 1 and March 15 for enrollment during the following and subsequent school years). The Plattsmouth Community School District shall on or before April 1st: (1) provide the resident School District with the name of the applicant and (2) notify, in writing, the parent or legal guardian of the student, the resident School District, and the State Department of Education whether the application is accepted or rejected. **See Board policy 5006 at www.pcsd.org for more information on Option Enrollment.**

Child Find/Special Services

If special educational needs of students exist or arise, they will be addressed in a manner that complies with State and Federal requirements. If you have questions about special education identification or services, contact the Director of Student Services at 296-3361.

Student Privacy—Protection of Pupil Rights Amendment (PPRA)

Protection of pupil rights:

A. Inspection of instructional materials by parents or guardians. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

B. Limits on survey, analysis, or evaluations. No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:
   1. political affiliations or beliefs of the student or the student's parent;
   2. mental or psychological problems of the student or the student's family;
   3. sex behavior or attitudes;
   4. illegal, anti-social, self-incriminating, or demeaning behavior;
   5. critical appraisals of other individuals with whom respondents have close family relationships;
   6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
   7. practices, affiliations, or beliefs of the student or student's parent; or
   8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

Health Statute 79-3-002, 3-002

Students showing any signs or symptoms of a contagious or infectious disease as defined by school health guidelines shall be sent home immediately, or as soon as safe and proper conveyance can be found. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law. When a student is sent home because of a suspected reportable communicable disease it shall be the responsibility of the school nurse to report the circumstances to the county board of health and the principal. Health data of a student is confidential and it shall not be disclosed to third parties. Additional information is available from the school nurses. Students **may** be excluded from school for, but not limited to, the following communicable diseases:

- Chicken Pox
- Coryza (Common Cold)
- Erythemia Infectiosum (5th Disease)
- Hepatitis A, B, or C
- Impetigo
- Meningococcal Meningitis
- Pediculosis (Head/body lice)
- Scabies
- Tuberculosis
- Strep Throat
- Influenza
- Conjunctivitis (Pink Eye)
- Diphtheria
- German Measles (Rubella)
- Hemophilias Meningitis
- Measles
- Mumps
- Ringworm
- Scarlet Fever
- Scarletina
- Whooping Cough (Pertussis)

Immunizations

A written record of a student's immunization record must be kept on file in the office of the school nurse. State Law requires that before entering the classroom, a child must have proof of receiving all mandated immunizations. Exemptions or temporary waivers from the immunization requirements will be allowed only for medical, military or religious reasons. Unimmunized students may be excluded from school in the event of a disease outbreak. Immunization requirements for all students enrolled Pre-K-12 per Nebraska School Rules and Regulations are:

Summary of the School Immunization Rules and Regulations 2014-2015

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs of age 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. *Pneumococcal not required after child reaches 5 yrs of age
Students from Kindergarten through 12th Grade, including all transfer students from outside the State of Nebraska and any foreign students	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Additionally, **for 7th Grade** Only	1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://www.hhs.state.ne.us/reg/t173.htm (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 1/2014

Health Screenings

Health Screenings/Physical Examinations

Vision, hearing and dental screenings are performed for the purpose of identifying students whose learning may be affected by an unrecognized problem. Parents of students needing a further evaluation and/or treatment will receive a written referral. If parent/guardian wishes to refuse their student participate in required school health screenings, the parent/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school. The minimum required school health screenings and physical exams are:

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENING by Grade or Age Level *For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.*	**Age 3-5 yrs**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
HEARING: pure tone audiometry	**annually**	X	X	X	X	X			X			X		
VISION: distance	**annually**	X	X	X	X	X			X			X		
VISION: hyperopia (near vision)			X		X									
DENTAL: inspection of teeth	**annually**	X	X	X	X	X			X			X		
WEIGHT/HEIGHT STATUS: body mass index percentile	**annually**	X	X	X	X	X			X			X		
Physical Examination *By physician, physician assistant, or advanced practice registered nurse*		X	---------- or Transferring from out-of-state ----------						X					
Visual Evaluation *By physician, physician assistant, advanced practice registered nurse, or optometrist.*		X	---------- or Transferring from out-of-state ----------											

Additional Indications for Screening:

1. New to district at any time, with no previous screening results available.
2. Student enters the Student Assistance Process, with no recent or current screening results available.
3. Periodic screenings as specified by the student's Individualized Education Plan (IEP)
4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral.
5. Unremediated concerns from previous year.

Notes:

1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student.
2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented.
3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school.
4. Parents/guardians may waive physical examination and visual evaluation requirements by submission of written statement of objection to the school.

Guidelines for Administering Medication

If a student is required to take medication during the school day, the following shall apply:

All prescription medications must be brought to the nurse's office by an adult. No medications (prescription or over-the-counter) will be sent home with a student. Medications will be administered by the school nurse or school personnel, who have been trained in the administration of medication. Medications will NOT be given until a "Permission to Administer Medication" Form, signed by the parent/guardian, is on file in the health office. Each prescription medication must be in the original container, properly labeled with the child's name, medication, dosage, time of administration and prescribing doctor. Repackaged medication will not be accepted.

All controlled substances prescribed for ADHD, pain management, etc. will be counted and signed for by the parent and school nurse/health aide upon delivery to the school.

Medication for diabetes, asthma or anaphylaxis may be self-administered by a student with signed consent from the doctor and parent/guardian. The nurse will then determination if the student is competent to self-administer in the school setting.

The school does not provide over-the-counter medications for pain (Tylenol, Motrin, etc.) or colds/allergies (Benadryl, Robitussin, etc.) Parents may provide small bottles of these medications to be kept at school for their student if permission forms are on file. These products must also be in the original container. The school nurse will not administer more than the recommended dose of over-the–counter medications without a Dr.'s prescription. The school nurse may limit medications to those set forth in the Physician's Desk Reference. (PDR). Under no circumstances will expired medications be administered. A written record of all medication administered will be kept. All medication records shall be kept confidential. Emergency protocol for medication-related reactions will be in place.

Revised 5-21-14

Instruction

Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

(1) written request of the student's parent or guardian;
(2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
(3) receipt of a signed no liability statement from the parent or guardian; and
(4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies. Please see your school nurse for more information.

Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Notice of Nondiscrimination

The Plattsmouth Community School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12th Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Parent Involvement

A parent may object in writing to textbooks, test, 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 student may make such a request of 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.

Search and Seizure (Board Policy No. 5406)

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following rules shall apply to the search and the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation.

2. Illegal items or other items reasonably determined to be a threat to the safety of others, a threat to educational purposes, or a prohibited nuisance item may be seized by school officials. Any firearm shall be confiscated and delivered to law enforcement as soon as practical.

3. Items which are used to disrupt or interfere with the educational process may be removed from student possession.

Student Conduct Board Policy 5101

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion. **Please see the school's website for a complete explanation of Board Policy 5101 and a list of violations that could lead to suspension and/or expulsion.**

B. **Special Education - Discipline Actions for Special Education Students**

See Board Policy 5105.

C. **Use of Corporal Punishment**

Corporal punishment is not to be used as a form of discipline. Physical force may be used against a student only for the following reasons, and in all events only such force as is reasonably necessary may be used:

1. Protection of the staff member;
2. Protection of other students or property from the student;
3. Removal of the student from a situation that endangers the student, other persons, or property.

D. **Law Violations**

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Plattsmouth Community Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
   (a) Knowingly possessing illegal drugs or alcohol.
   (b) Aggravated or felonious assault.
   (c) Vandalism resulting in significant property damage.
   (d) Theft of school or personal property of a significant nature.
   (e) Automobile accident.
   (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

   When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

E. **Attire and Grooming**

All students are expected to take pride in their personal appearance. Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail.

The administration may by regulation establish specific attire that is and is not permitted. The following do not constitute acceptable school attire:

1. Student appearance should be of high enough standard as to contribute to the general learning environment.
2. Students must recognize that brief and revealing clothing are not appropriate apparel in school. The following guidelines on brief clothing are examples and do not cover all situations. Students shall not wear halter tops, tube tops, spaghetti strap tops, one strap or strapless garments; garments that are “see-

through," cut low, or expose one's midriff and/or bust-line are not acceptable; garments that are extremely tight-fitting or sexually suggestive. Sleeveless garments must fit closely under the arms. Short shorts, short skirts, and short dresses are not allowed. Undergarments must not be visible at any time.

3. Students shall not wear pants, jeans, or shorts that, when fastened, sag or fit below the waist. All pants must fit around the waist and be properly fastened. Overalls and suspenders are to be worn in the manner intended, over the shoulders and fastened.
4. Students shall not wear head covering/headgear (caps, hats, sweatbands, bandanas) in the district buildings except for a medical or religious purpose.
5. Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability'; that promote tobacco, alcohol or drug use or violence; that are sexually suggestive; that promote gang-related activities; or that are otherwise contrary to the school's educational mission.
6. Students shall not wear items such as chains, "wild ones" contact lens, other items that may cause maintenance problems or disruption; hairstyles or make-up that may cause disruption; clothing that disrupts the educational environment.

The school dress code will be in effect during school hours and school activities unless students are given permission by the principal to wear something different. The final decision regarding attire and grooming will be made by the Principal or Superintendent. On first offense of a dress code, a student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes, unless given permission by their parent/guardian and the Principal. Continual violations of the dress code will result in disciplinary actions (suspension or expulsion).

F. **Building Entry and Movement**

Students involved in special activities before 8:00 a.m. or after 4:00 p.m. must be accompanied by a sponsoring teacher or designated individual and be in a specific designated area. If a student needs to enter the building prior to 8:00 a.m. and will not be under the direct supervision of a teacher sponsor, the student must report to the main office to obtain permission to remain in the building and to obtain assignment to a designated location. Failure to do so will be referred to the Principal.

During school time students may be permitted to leave classroom or study hall for specific purposes. A pass signed by a teacher is required. Each teacher will maintain a sign out sheet in their room.

G. **Respect for Persons and Property**

Students are expected to exhibit responsibility by showing respect for persons and property. Students also have responsibility neither to take nor damage the property of other students, school personnel or the District.

H. **Tobacco/Alcohol and Other Drugs**

As a participant in Toward a Drug Free Nebraska Program, certain training level and standards are present in Plattsmouth Community Schools policies. A comprehensive, age-appropriate, developmentally based, alcohol and other drug education and prevention program for all students in all grades is in place. The education and prevention program includes information on the legal, social, and health consequences of alcohol and other drug use. The program includes teaching students effective techniques for resisting peer pressure to use alcohol and other drugs.

The District takes the position that the use of illicit drugs and the unlawful possession and use of alcohol is illegal and harmful. This policy will be revised biennially to 1) determine program effectiveness and implement any necessary changes, and 2) to ensure that the policy sanctions are consistently enforced.

Appropriate disciplinary sanctions and educational measures shall be imposed when any Plattsmouth Community Schools student is found to be in violation of school policy relating to the possession, (including "under the influence") use, sale, manufacture or distribution of alcohol, tobacco, (including smokeless tobacco) controlled substances, or "look-alikes," on school property, at school sanctioned activities, (either on Plattsmouth Community Schools property or at other community sites), or when being transported in vehicles dispatched by the school district.

Extracurricular Activity - Grounds for Suspension Policy 5103

Participation in Nebraska School Activities Association (NSAA)-sponsored and/or District-sponsored middle school and high school activities is a privilege. Students who participate in extracurricular activities serve as ambassadors of the District, whether away from school or at school. Students who wish to participate must conduct themselves in accordance with the Board policy and must refrain from illegal activities and improper behaviors. Board policy specifically prohibits several improper behaviors including, but not limited to, the distribution, dispensing, manufacture, possession, use, or being under the influence of alcohol, illegal drugs, tobacco, other controlled substances, or *look alike* substances.

This policy is supplemental to the Plattsmouth Community Schools policy entitled Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment, and any action taken hereunder may be in addition to any action under said policy. **Please see the school's website for further information on Board Policy 5103. Board Policy 5103 includes extracurricular academic standards, attendance, and conduct that may constitute grounds for discipline and/or suspension from practices, participation in interscholastic competition, or other participation in co-curricular activities and competitions.**

Drug and Substance Use and Prevention

Drug-Free Schools

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Please see the school's website for further information on Board Policy 5104 and standards of student conduct, with regard to drug and substance use and prevention.

A Parent's Guide for Solving Concerns at School

Plattsmouth Community School District
Board of Education

Unfairness, misunderstanding, hurt feelings and conflict are experiences common to all. When children experience these concerns at school, it causes difficulty not only for the children, but also for parents and school staff. How to successfully solve concerns at school is what this guide is all about.

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1. **Take your concern to the person closest to the situation.**

No matter where the concern is, take your concern there first. Whether in the classroom, on the bus, or on the practice field, the quickest and easiest solution is usually found with the staff members most directly involved.

It's best if you can make time to talk with school personnel regularly, before concerns are encountered. Know who your children's teachers, bus drivers, and coaches are and how they may be contacted. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, why not let them know in advance what the general nature of your concern is? This gives them an opportunity to ask other staff members for information that might relate to your concern. If a personal visit isn't possible, why not call once to state the concern, and during that conversation, offer to call back at a time when you can both discuss the situation in more detail.

The concern you or your child faces may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the concern first.

2. **Present your concern to the next level.**

The principal is responsible for supervision of staff within buildings. The Director of Transportation supervises all school bus drivers. Each one is an example of the next level of school personnel you should contact if the staff member closest to the concern hasn't been able to satisfactorily resolve the difficulty.
Their ability to help will be improved if you share the steps you've already taken with the staff member closest to the concern, or if you will take time to openly share with them the

reasons why you feel uncomfortable dealing directly with the person who is closest to the situation.

Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through them will often require additional time.

3. Talk with the Superintendent of schools.

Sometimes all the best intentions can't solve a concern. When you believe you've taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent of schools is the next place to go.

Keep in mind that the Superintendent's day starts early and often ends late in the evening. Part of the Superintendent's job requires attendance at area-wide meetings outside the district. As a consequence, a meeting with the Superintendent will probably require some advance planning.

4. Contact your School Board members.

School Board members are elected to represent the interest of all parents and district residents, and you should always feel free to tell them your point of view. School Board members do not, however, have direct authority in day-to-day school operations. All authority is the result of official actions by a majority of the Board at meetings open to the public.

The Board's primary responsibility is to make policies that guide the school district. Any change in policy requires two readings at two separate public meetings; a procedure that often takes two or more months. Some policy changes may require substantial public input and consultation with the school district's attorney. These requirements often increase the time required for the Board to make a response.

So when should a Board member be contacted and what can they do?

Contact a Board member...

- after other means to solve a concern have been tried
- when a policy is being enforced but you believe it results in bad consequences
- when you believe a policy isn't being enforced
- when policies or procedures are not enforced fairly for all

A Board member may take one or all of the following actions:

- informally discuss the issue with the Superintendent to consider whether policies or rules should be changed
- request that the Board review the specific policies that relate to the situation
- propose new policies for the Board's consideration.

PLATTSMOUTH HIGH SCHOOL

STUDENT/ PARENT HANDBOOK



2023 - 2024

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 **P**ositive, **R**espectful, **I**ntentional, **D**etermined, and **E**ngaged. 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

Brian Harvey, President
Max Muller, Vice President
Nolan Siemonsma, Secretary
Matt Glup, Treasurer
Terri Cunningham-Swanson
Tony Foster
Jeremy Shuey
Karen Tesarek-Parsons
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 Plattsmouth 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
Michele Quinn -Office Manager*
Kristen Young 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
Lane Kelley*
Ethan Scholting*
Randy Schroeder*

Library/Media
Ardena Mrasek*

Math
Nicole Springer (Dept. Chair)**
Trey Cossel***
Micah Dority***
Matthew Rathman*
Stephanie Reynolds***

Nurse
Katie Graves***

Para Professionals
Holly Foote*
Kristen Johnson*
Sheila Nelson**
Deanna Rader*
Tara Sainz*
Austin Carter*

Physical Education
Conner Dukes***
Kevin Tilson**
Chris Wiseman*

Science
Ashley Classen(Dept. Chair)**
Katie Bashus***
Thomas Howard***
Jim Olsen*

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

Social Worker
Katie Lorenzen**

Special Education
Curtis Larsen (Dept. Chair)*
Missy Haswell**
Barb Morehead***
Sara Stanton*
Tim Winters*

Academy Assignments
*ATEAM
**BEACH
***STEAM

ONE SCHOOL, THREE ACADEMIES

Career Academies
PLATTSMOUTH HIGH SCHOOL

Career Academies are small learning communities designed to prepare students for college and careers. A "wall-to-wall" approach ensures all students participate in an academy suited to their strengths, interests, and learning preferences.

ATEAM

Dedicated and Prepared

ATEAM ACADEMY

- Architecture, Construction
- Transportation/logistics
- Environment & Agriculture
- Art
- Manufacturing

Student Organizations: Skills USA, FFA

BEACH

Learning through Serving

BEACH ACADEMY

- Business, Marketing & Management
- Education
- Arts (Performing)
- Communications, A/V Technology
- Human Services & Hospitality

Student Organizations: Educators Rising, FCCLA, DECA

STEAM

Creative, Ethical, Scientific Minds

STEAM ACADEMY

- Science
- Technology
- Engineering
- Aeronautics
- Mathematics

Student Organizations: FFA, HOSA, Skills USA

CONTINUUM OF EXPERIENCES

COURSES	CAREER EXPLORATION
	PATHWAY COURSES
	DUAL CREDIT COURSES
	AP COURSES
	CAPSTONE COURSE
EXPERIENCES	BUSINESS TOURS
	GROUP COLLEGE VISITS
	COLLEGE & CAREER FAIR
	CAREER FIELD TRIPS
	INDIVIDUAL COLLEGE VISITS
COLLEGE & CAREER PREP	ACADEMY SELECTION
	ACADEMY ADVISOR
	CAREER MENTORS
	CAREER SPEAKERS
	PRE-ACT TEST
	PRACTICE ACT TEST
	ACT TEST/ASVAB TEST
	COLLEGE REP VISITS
	JOB SHADOWING
	COLLEGE APPLICATONS
	FIN. AID/SCHOLARSHIPS
	CERTIFICATIONS
	PORTFOLIO
	INTERNSHIPS

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

ONE SCHOOL,
THREE ACADEMIES

Career Academies
PLATTSMOUTH HIGH SCHOOL

Contact Information:
402-296-3322
thalvorsen@pcsd.org
charvey@pcsd.org
1916 Old Highway 34
Plattsmouth, NE 68048

Every PHS Graduate Will Be:

College Ready

Every student will be prepared to continue their education in a postsecondary institution.

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 Capstone Class

Career Ready

Every student will be prepared to bring value to their workplace.

All students will complete the Continuum of Experiences AND at least one of the following:

- Earn a career field certification
- Complete an internship
- Successfully complete a Capstone project

100+

community and business partners

Community and World Ready

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

All students will:

- Work with a Career 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

20+

college courses offered from four institutions

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

PLATTSMOUTH HIGH SCHOOL BUILDING HOURS AND BELL SCHEDULE

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

2023 - 2024 Bell Schedule	**Monday - Friday**
1st/2nd	8:05 - 9:30
3rd/4th	9:34 - 10:59
First Lunch/Advisory	11:02 - 11:32
Second Lunch/Advisory	11:32 - 12:02
5th/6th	12:06 - 1:31
7th/8th	1:35 - 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. Make arrangements with someone in your department and have it posted on your door where students should meet, if you are not in the building or need to attend an IEP. Coaches/sponsors need to be with their WIN students until 3:40.

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, choice of Creative Writing, English Comp. I, English Comp. II, Holocaust Lit., Journalism, English IV

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; History and Films, Psychology, Sociology, The U.S. Military History

Science……...……30 credits
Including Physical Science or Honors Physical Science, General Biology or Honors General Biology and choice of Biology II, Chemistry or Honors Chemistry, Earth Science, Environmental Science, Human Anatomy/Physiology, Physics

Physical Education……..……..20 credits
Including choice of PE/Health 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, any Art class or any Music class

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.

If a student arrives at school after 8:15 AM, they must be buzzed into the building, sign into the main office with the attendance secretary and receive an E-Hallpass before proceeding to class.

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 four school days to make up work for each day missed. **After 4 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. All guests need to have prior approval from the building principal or the principal's designee. Students must sign their guest in at the office.

WITHDRAWAL FROM THE HIGH SCHOOL
Students transferring out of Plattsmouth 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 9:00 pm. 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 Plattsmouth 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. - See PRIDE Form on the next page.

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.

Plattsmouth High School PRIDE Form

Student Name:

Grade: Teacher/Class

Select the **PRIDE** culture norm you **did not follow.**

Positive **Respectful** **Intentional** **Determined** **Engaged**

Choose the disruptive behavior that resulted in your problem solving.

arguing with teacher	talking out of turn	no materials
inappropriate language	throwing items	throwing items
technology violation	cheating	horseplay
ignoring teacher's directions	PDA (public display of affection)	harassment/insults/bullying

Before I was asked to have a Problem Solving, in my point of view, what happened was

_____

Problem Solving #1 **Date** To avoid this problem in the future, I will

____Privately tell my teacher any needs or concerns I have before my actions become a problem

____Listen the first time my teacher asks me to change my behavior

____Ignore my classmates or ask them to stop their distracting behavior

_____Keep my hands, body, and/or comments to myself

Other_____

Problem Solving #2 **Date**_____ **PRIDE** culture norm you **did not follow** _____

To avoid this problem in the future, I will

____Privately tell my teacher any needs or concerns I have before my actions become a problem

____Listen the first time my teacher asks me to change my behavior

____Ignore my classmates or ask them to stop their distracting behavior

_____Keep my hands, body, and/or comments to myself

Other_____

Problem Solving #3 **Date**_____ **PRIDE** culture norm you **did not follow** _____

To avoid this problem in the future, I will

____Privately tell my teacher any needs or concerns I have before my actions become a problem

____Listen the first time my teacher asks me to change my behavior

____Ignore my classmates or ask them to stop their distracting behavior

_____Keep my hands, body, and/or comments to myself

Other_____

Teacher Use Only

_____ MEETING between student and teacher completed ____Is further action needed from the administrator?

_____ COPY of form turned into academy administrators _____ LOG on Infinite Campus for Behavior Referral

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.

For the safety and welfare of students and the continued maintenance of a positive and secure learning environment, the following rules relative to student appearance apply to all students on school grounds 7:30 AM - 3:45 PM. This list is not inclusive of all items that may be deemed inappropriate:

1. Students must wear:
    - Top (shirt, blouse, sweater, sweatshirt, etc.);
    - Bottom (pants, shorts, skirt, dress, etc.); and
    - Footwear
2. Students may not wear attire that shows private parts, presents or promotes a health or safety hazard, and/or would contribute to a hostile or intimidating school environment. See-through clothing or clothing revealing excessive skin is deemed inappropriate. Underclothing may not be worn as outer clothing.
3. Students may not wear attire that displays inappropriate comments/words, obscene/vulgar writing or symbols, or products that are illegal for students to use. Any clothing or slogan that may cause a disruption to the school environment is prohibited.
4. Students are prohibited from wearing scarves, hoods, bandanas, hats, caps, and/or other headgear of any type, unless part of an individual education plan. 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.
5. 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.
6. Clothing that promotes guns and/or other weapons or promotes violence cannot be worn at school.
7. Sleepwear, blankets, and costumes are prohibited. Pajama pants and lounge pants will be allowed.
8. Sunglasses are not allowed to be worn in the school building, unless part of a medical plan.
9. Coaches, sponsors, or teachers may have additional requirements for students in class, performing groups, or representing the school as part of an extracurricular activity program.

Violations of the above, or dressing in a manner deemed “educationally inappropriate,” may result in asking the student to change/cover up or notifying the student’s parent/guardian. Continued infractions will be considered insubordination and may result in disciplinary action such as, but not limited to:

- Detention
- In School Suspension
- Out of School Suspension

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 Plattsmouth. 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 Plattsmouth 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 **P**ositive, **R**espectful, **I**ntentional, **D**etermined, and **E**ngaged (**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 Plattsmouth 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 Plattsmouth 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 Plattsmouth 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 Plattsmouth Public Schools, the student, or anyone else, are subject to the rules and regulations of the Plattsmouth Community School District if they are on school property or using the Plattsmouth 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. 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.

Lastly, When a student is referred to the office for discipline, they *may* be directed to secure their cell phone in the main office before meeting with an administrator.

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: FERPA Complaint Form

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 22, 2023. 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. Information Hotline: (202) 720-2791
3. Toll-free number: 1-833-ONE-USDA
4. 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.

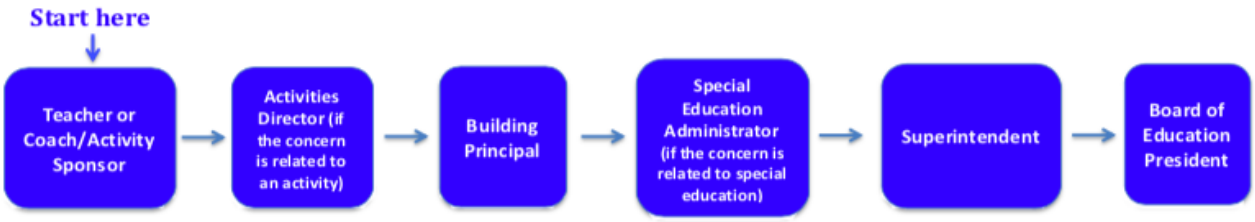
Dated this _____ day of _____, _____.

_____
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 HIGH SCHOOL

STAFF HANDBOOK



2023 - 2024

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

Plattsmouth High School
Faculty Staff Handbook
Event + Response = Outcome

PLATTSMOUTH HIGH SCHOOL STAFF

Administrative Assistants
Michele Quinn Office Manager*
Kristen Young 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
Lane Kelley*
Ethan Scholting*
Randy Schroeder*

Library/Media
Ardena Mrasek*

Math
Nicole Springer (Dept. Chair)**
Trey Cossel***
Micah Dority***
Matt Rathman*
Stephanie Reynolds***

Nurse
Katie Graves***

Para Professionals
Holly Foote*
Kristen Johnson*
Martha (Joey) Layne*
Sheila Nelson**
Deanna Rader*
Tara Sainz*
Austin Carter*

Physical Education
Conner Dukes***
Kevin Tilson**
Chris Wiseman*

Science
Ashley Classen(Dept. Chair)**
Katie Bashus***
Thomas Howard***
Jim Olsen*

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

Social Worker
Katie Lorenzen**

Special Education
Curtis Larsen (Dept. Chair)*
Missy Haswell**
Barb Morehead***
Sara Stanton*
Tim Winters*

Academy Assignments
*ATEAM
**BEACH
***STEAM

Our Core Team Value:
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.

WE ARE ASKING YOU TO:

Help Create a Positive Culture

- Observe and compliment each other
- Take responsibility for the academic growth of students
- Be patient with students and staff - even the ones you may not enjoy

Help Create a School Known for Great "Customer Service"

- Listen intently when someone is speaking to you
- Recover well when mistakes are made
- Acknowledge - Apologize - Affirm
- Respond in a timely manner (one business day)
- Own the problem and attempt to resolve it
- Use eye contact and a friendly greeting (e.g., Hello, how are you? Can I help you?)
- Remember to keep backstage things backstage

Avoid Producing a Negative Culture

- Remove, "That's the way we've always done it" from your responses
- Focus on what more you can do instead of saying, "I gave students the material, it's not my fault they didn't learn it"
- Do not pass blame on others such as, "It's the parents that are the problem"
- Abstain from gossip

PROFESSIONAL EXPECTATIONS

1. **Be on time and ready to teach**
   a. Be prepared with necessary supplies and equipment
   b. Use class time appropriately - on task, engaged, and teach to the bell
   c. **Teachers/Staff should not use their cell phone during instructional time with students**

2. **Do your job**
   a. Visibly post learning targets
   b. Modeling
   c. Practice time
   d. Assess

3. **Demonstrate respect for people and property**
   a. Use appropriate language - professional
   b. Take care of school property

4. **Respond professionally to staff directive**

Professional Behavior

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school

district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process. The superintendent is responsible for drafting administrative regulations to implement this policy.

Leaving the Regularly Assigned Classroom
For safety and security reasons, any time that a teacher holds class outside or in a classroom other than their regularly assigned classroom, the teacher must contact an administrator for approval. This will enable the administrative office to locate and/or contact all students and staff members in the event of an emergency, etc.

IEP Conferences
Individual Education Plan (IEP) conferences are usually organized and scheduled to discuss difficulties an individual student is experiencing at school in an attempt to find solutions so the student can experience success. **ALL** meetings require the presence of a regular education teacher, counselor, administrator, usually a school psychologist, teachers who work with the student and parents. Other school, agency and family representatives may be invited to participate.

Staff Identification Cards
All staff are required to wear their school issued ID cards at all times during the school day.

Employee Conduct and Appearance
Employees are role models for the students who come in contact with them before, during and after school hours. Appearance can influence the way in which students, visitors, and other staff members interact with PHS' employees and perceive their abilities to perform their jobs. Therefore, it is the responsibility of the employees to dress, groom, and conduct themselves in a manner appropriate to the educational environment.

All certificated employees will dress in a manner and have an appearance that is appropriate and professional in light of their job duties and work environment. Any appearance that is prohibited for students to wear is also prohibited for staff.

The employee's direct supervising administrator will handle exceptions to the dress code on an individual basis relative to the position or a special event. If an employee is unsure about the appropriateness of a certain type of appearance, he/she should consult with the building principal. However, for health, safety, and professional reasons, flip-flops are not acceptable attire.

Support staff should maintain the same standard of dress expected of certified employees. Certified employees of the school district shall also follow the code of ethics for their professions. **Conferences and Open House all staff are required to dress up professionally for these events. Please dress professionally for Community Based Learning Experiences(CBLE).**

Both classified and certified staff will **only be allowed to wear jeans on Fridays if they are in good condition and worn with a PHS, PCSD or other spirit wear or staff shirt of nice quality.** Jeans may be worn during a designated "jeans week" in which money is being raised for a "worthy cause."

Teacher Workday
The normal teacher workday will be between the hours of 7:30am and 3:45pm**.** On days when school is dismissed because of inclement weather or other emergencies, or on the days immediately preceding a

scheduled holiday, the instructional staff member's day may end ten minutes after the end of the pupils' school day. **Instructional staff are expected to be in their rooms by 7:30. Supervision begins at 7:35am.**

Personal leave may not be granted during August 16- September 1 and May 8-24. Exceptions may be made for once-in-a-lifetime events (i.e. son or daughter's wedding or graduation). These types of events will be pre approved by the building principal. Emergency Personal Leave for an event, which is beyond the control of the employee, may be used during these periods when personal leave is not allowed.

Attending School Activities
Teachers are encouraged to attend school-sponsored activities. Attendance demonstrates interest in students and is greatly appreciated by students and parents. We have many talented students. Please support them!

Classroom Attendance
Attendance should be taken and recorded every class period**,** including advisory. A tardy is any late arrival to any class period. 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.

If a student arrives at school after 8:15 AM, they must be buzzed into the building, sign into the main office with the attendance secretary and receive an E-Hallpass before proceeding to class.

Lesson Plans
Lesson plans specifying learning targets, activities, and materials to be used are to be organized on a daily, unit, and semester basis. **Lesson plans should be available for administration to view on Google Docs no later than 7:30am on Monday for the week. Probationary teachers should turn in lesson plans by 7:30am on Monday morning or first working day of the week to their supervising administrator.**

Quality lesson plans contain the following information:

- Learning target for the day
- Opening activity
- Presentation of content
- Student engaged activities
- Closure/assessment strategies for student learning
- Materials and equipment
- State Standard addressed

Lesson expectations - each classroom/lesson will have the following:

- Clearly stated and posted learning target - student will be able to…..
- Learning chunked, utilizing modeling and working with exemplars
- Time for rehearsal of knowledge and skills
- Formative assessment

Professional Learning Communities (PLC)
All staff will be involved in a PLC at the designated time. Each PLC meeting will be facilitated by the Department Chair, have an agenda, and will be centered around student achievement, student data, and instruction.

Faculty Workshops /Academy Meetings
Faculty Workshops will be used to cover pertinent topics that involve, social/emotional behavior of students, behavior management, and academic achievement. When Academy meetings are held the Academy Facilitator or Academy Leaders will lead the Academy meetings. Academy meetings will be centered on student achievement, academy growth and promotion, and career readiness skills that pertain to the academy. The workshop will meet from 3:15 to 4:15pm. On the Friday following Faculty Workshops, teachers can leave 10 minutes after the end of the pupil's school day.

Faculty Workshops /Academy Meetings Schedule
September 20, October 18, November 15, January 17, March 20, April 17, and May 22

Academy PLC Schedule
Academy PLC meetings allow each Academy to meet for the purposes of collaborating about Academy initiatives, discussing student concerns and reviewing National Standards of Practice. Most Academy PLCs will take place on Professional Development Days when possible. The following dates will also be set aside for PLCs from 3:05 - 3:45pm - November 3, December 8 and April 5.

Faculty Meetings
All teachers are required to attend faculty meetings. Faculty meetings are held at least once a month and impromptu, if needed. Prompt attendance is required. Agenda items can be submitted up to one day before the meeting for inclusion into a written agenda. Whenever possible, information will be shared with teachers through email. Faculty meetings will be held either weekday mornings at 7:15am or Fridays at 3:00pm. All absences from the faculty meeting must be cleared with the building principal prior to the meeting. There will be make-up meetings held the following morning for staff that were absent.

Supervising Students
Teachers should be in their classrooms or in an area where they will be available for students by 7:30am, unless attending a building/district level meeting. All teachers should be in the hallway outside their door during student passing time. All staff members are expected to assist in the supervision of the hallways and restrooms during school, before school, passing periods, and after school. **The best method to prevent inappropriate behavior is to be highly visible in all portions of the building**. **Students should not be left unsupervised during class.**

Doors
All doors should be closed and locked at all times. This is a safety precaution and it will be followed at all times. Outside doors should never be propped open unless maintenance has a temporary reason for it. Teachers should not give students staff keys to unlock areas/doors.

Classroom Door Windows
The windows on the classroom doors will be uncovered at all times.

Leaving the Building
When leaving the building, it is the responsibility of the teacher to stop at the office to sign out and in.
For all other leaves, refer to the 2023 - 2024 Master Agreement.

Parent-Teacher Conferences
All teachers are expected to attend Parent-Teacher Conferences. In order to be absent from Parent-Teacher Conferences, you must have prior approval from the building principal. Your Parent-Teacher Conferences need to be completed, or you must have a schedule of times prepared in advance to meet with parents.

Assemblies
Properly planned and organized assemblies can be a valuable educational experience. For every school assembly, all teachers will be responsible for their respective students and must sit with them during the assembly program. **Teachers who do not have a regularly scheduled class will be expected to attend and be disbursed about the facility to supervise.**

Substitute Teacher Folders
This folder should be completed by the end of the second week of school. It should contain the class schedule, duty assignments, lunch schedule, duties to be performed by students, classroom guidelines, attendance procedures, homeroom activities, teachers to ask for assistance, and some emergency activities that the substitute can use for instruction with the students.

What I Need (WIN) Time
What I Need (WIN) Time will be distributed by Monday morning or the first day of the week. Advisory teachers need to share with their students that they have WIN time and where to go. All staff should be available in their classrooms during W.I.N. Time(3:05-3:40). If you are not going to be in your classroom please post another area for your students to attend.

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 classes. 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 failing a class, they could 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.

STUDENT RECORDS
The teacher is to keep an accurate and up-to-date record on Infinite Campus. This should include, but not be limited to homework, formative assessments, summative assessments, and any special projects and reports. This allows a student's grade to be followed by office staff and parents. **All grades need to be updated weekly and posted by 4:00 PM each Friday.**

Remember that a student should not be failed at the end of a quarter or semester, if the pupil and parent/guardian have not received warning during the quarter or semester. If you have a student that is going to be failing, that student's parent/guardian should be notified via email or phone call.
Report cards shall be issued following each semester.

- Reports should be accurately and conscientiously made because they represent a serious estimate of each pupil's degree of success.
- The teacher should be adequately prepared to defend all decisions as given on the report of success.
- The office will notify teachers when grades are due in the computer.

Student cumulative records folders are maintained in the guidance office. These records include all student grades, standardized test scores, teacher comments, important correspondence, health notes, accident reports, records from other schools, notes, reports on student achievement, behavioral problems, pupil test scores, and records of parent conferences.

Parents/guardians and eligible students (those who are 18 or are attending any school after graduation from high school) have certain rights regarding educational records. For more information, see Board Policy No. 5061.

Progress Reports
To increase communication, and more closely monitor student progress, parents will be informed of definite times to check their child's grades on Infinite Campus. Emails should be sent out to parents approximately every two weeks. Do not limit emails to failing students only; a positive email is always welcomed. Emails for failing students should be sent out and cc'd to the building administrator by 4:00pm Friday prior to the following dates:

September 15	December 1	February 23
September 29	December 15	March 28
October 27	January 12	April 12
November 10	January 26	April 26
	February 9	May 3
		May 10

Teacher Assistants

1. Teachers who request a Teacher Assistant will need to meet with the principal to share the performance expectations of the Teacher Assistant and how they will be utilized. **Student assistants will be under the direct supervision of the teacher at all times**. **They should not be sent from school to run errands for teachers or office personnel.**
2. Under no circumstances are they allowed to leave the classroom without wearing their PHS Teacher Assistant badge.
3. They are to remain in the classroom even when you do not have work for them to do. They should not be sitting in the hallway.
4. Remember that student assistants do not perform teaching duties, or manipulate confidential material and data. Students do not carry grade reports to the Guidance Office or to any other location.

Advisor/Advisee
All students will be assigned to a teacher known as an advisor and will remain with the same teacher for the four years of high school. Each advisor/advisee program will consist of approximately 15-18 students. Teachers are expected to act as advocates for their students and visit with his/her students about career options, preparation for post secondary education, grades on progress reports and report cards, character education traits, and so forth. Assigned activities for the advisor/advisee program will be utilized.

Advisory Supervision

1. Advisory is designed for students and teachers to make connections. Be as responsible for your advisory assignment as you are to your academic classes. This includes **starting the advisory ON TIME**, and demanding the students are also there on time.**Take attendance!**
2. On Tuesdays Advisors will be expected to **follow the developed curriculum for Advisory.**
3. On Mondays students are expected to be in their assigned advisory and should not be pulled to other advisories. **They are not to leave to visit other rooms. Wednesday through Friday students can be requested by other teachers for academic support. Club meetings can take place on Thursdays.**
4. Always have an updated seating chart. If you move a student, be certain to make the change on the chart. Be certain that all students have an assigned seat and try to keep deviations from seating arrangements at a minimum. This is important for the students and for any substitute teacher who may fill in for you.
5. The teacher should always be situated in an area from which the complete advisory can be observed. The teachers supervising study halls have all of the same obligations for classroom management and student academic progress as they would for a regular class.
6. Advisory should be a productive time. Students should be engaged in the advisory curriculum or studying.

INSTRUCTIONAL PROCEDURES

Community Resources
The supervising administrator will approve all outside guests utilized as resource people in the classroom. Teachers are encouraged to involve community resource people to complement the instructional program.

Course Descriptions and Student Expectations
All teachers are required to turn into their supervising administrator a syllabus for each course they are teaching. This syllabus should include at minimum a course description, unit calendar, grade and evaluation criteria, attendance and tardy expectations, and behavior expectations. This syllabus should be distributed to all students in the class and turned in to the supervising administrator **by the first day of school**. Please use the PHS Core Education Common Syllabus Template for all of your classes. It can be found online at *https://docs.google.com/document/d/1yzNDM0DAGc5RZLAfMaJ0XqWsvBL6lmvFT5tcaVHe7UQ/edit?usp=sharing* or ask your building principal.

Academy Leaders
Academy leaders assist the administration and disseminate information that relates to their assigned academy tasks and responsibilities. Some of these duties include:

- Assist with academy projects, teacher collaborations, etc.
- Serve as liaisons between teachers and administration
- Work with student leaders to plan events and projects within the academy
- Encourage teamwork, collaboration, curricular integration, projects and student empowerment
- Facilitate academy meetings

Department Leadership Assignments
The department/grade level chairs will serve as the leaders in their particular field. They will be knowledgeable and up-to-date in their subject area, constantly studying the curriculum. It is his/her duty to research and know the new trends and means of learning in their field. It is their responsibility to encourage the teachers of the department to use these methods to meet the needs of the students and provide better educational opportunities.

The department/grade level chairs will serve as the representatives of the school at various curriculum meetings. One important factor that should be noted: At no time is the chairperson to supplant either the work

of the principal, curriculum director or superintendent. Rather, they are given the responsibility to work in cooperation with the administration. He/She will serve as the liaison between the staff and administration.

Department chairs are responsible for collecting information and supplies for the budget. They must review the items desired and present a rationale for purchasing to the administration. Any purchase over $400 requires the district's purchase order form be completed. Department chairs are responsible for having available current inventories of equipment and books specific to their department.

Condition of Classrooms and Offices
Teachers are responsible for the condition of the classroom and the equipment at all times. Students should not sit on student desks or tables, they should sit on the seat. If the classroom is not to be occupied the next period, teachers will turn out all the lights, and close and lock all doors. **Supplies should be stored in an appropriate manner and floors should be kept free of obstacles.**

DISCIPLINE - STUDENT BEHAVIOR
Every teacher should have classroom expectations and procedures, which are consistent with school expectations and district policy. Classroom expectations should be fair, clearly **communicated** to all students, visibly posted, reviewed frequently, and **consistently** enforced. Additionally, classroom expectations should be posted on the class syllabus that is distributed to all students.

Staff members should be familiar with all school rules and enforce them consistently. School rules can be found in the 2023-2024 PHS Student/Parent Handbook. You can pick up a copy in the office or it can be found online at Article 5 STUDENTS Policy No. 5101 Page 1 of 15 Students …

Student Behavior
Good discipline is evident when there is a positive learning climate in the classroom. Therefore, it is the teacher who must assume primary responsibility for discipline in the classroom. Students who do not conform to standards which are necessary to allow the establishment of a positive learning environment, should be dealt with firmly and promptly. Staff should utilize a PRIDE form to problem-solve with the student and document each incident.

Teachers may assign before or after school detention as a disciplinary measure; however, **they must schedule it when they will be in their classroom to supervise and should contact the student's parent/guardian to notify them.**

If the detention is not served on schedule, the student should be referred to the assistant principal, who will take proper disciplinary action with the student. Teachers should shape student behavior. Students who continue to cause disruption to the learning environment should be sent to an administrator. **Every time that a student is sent to the office by a staff member, an E-Hallpass needs to be created and office staff needs to be notified.**

Teachers should address every behavior concern as promptly as possible. Private conferences with students, as well as direct communication with parents is encouraged. If necessary, joint conferences with student, teacher, counselor, administrator and parents may be called.

Teachers need to remember that when they send a student to the office with behavior problems, they have turned the problem over to the administration. They must accept the consequence that is given. If they have concerns with the consequence, they need to discuss it with the administration.

Only the principal may remove a student permanently from a class. Hallways are not to be used for punishment of students.

When to Fill Out a Behavior Referral
A behavior referral to an administrator should be a teacher's last resort. The following are examples of times a student should be referred to an administrator:

- **Safety/Security Threat** - If a student or students pose a significant threat to safety of others or themselves, they should be referred to an administrator immediately. Examples of a safety/security threat include physical contact with other students or staff, vulgar/obscene language that may escalate to physical contact, bullying/harassment, etc.
- **Repeated Violation of Rules** - If a student is consistently not meeting your behavior expectations and you have gone through the process of notifying parents and assigning classroom consequences, a behavior referral should be filled out and sent to an administrator. If a student is repeatedly not serving your classroom consequences, you may submit a behavior referral.

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

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 PRIDE 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 with teacher, mandatory study hall, or short- term suspension
Maximum sanction - Long-term suspension, expulsion, legal authorities will be contacted

Student Appearance
The school staff has the responsibility to help students develop an understanding of appropriate attire and good taste in matters of dress and appearance. Teachers have the right to require appropriate dress under the conditions of safety or school representation and the responsibility to assist in the enforcement of the above policy. Read the Student Parent Handbook for the dress code at PHS.

BUSINESS PROCEDURES

District Funds and Purchase Orders

Any items requested during the school year must be put on an online purchase order by the building principal or principal designee. **Ordering by staff will not be allowed without first securing that approval from the building principal for non-NSAA activity purchases and the athletics/activities director for all NSAA** activity purchases. The following procedures need to be followed:

- Find the item you wish to purchase and the vendor (must have a W-9 on file)
- Give information to the administrator and the administrator will enter the data from the proper account (anything over $400 will require a separate form for superintendent approval)
- Once all necessary information is entered and the requisition has been approved, you will be given the requisition number to place the order

If anything is purchased without a proper school issued requisition order, it will be the responsibility of the individual purchasing it. This applies both to ordering items from an outside vendor and to requesting reimbursement for items purchased by a staff member.

Most businesses in Plattsmouth allow school employees to charge items with a valid purchase order. In addition, with the correct charge cards from the Administration Center, Walmart in Bellevue, Nobbies, Menard's, Amazon, and Office Depot (on line) will accept a purchase order.

When you charge purchases at a business, you need to obtain a detailed receipt showing the items purchased, and within 24 hours turn in a purchase order for the charged item with the ticket attached. YOU MUST HAVE A CHARGE TICKET FROM THE BUSINESS WITH THE PURCHASE ORDER. **If you choose an out-of-town vendor, you must submit the form 3180 which can be found online, showing the cost savings from an out-of-town vendor versus a local vendor.**

Activity Accounts

At the high school level, an administrative assistant from the administration office is in charge of receiving and depositing activities money into the district's activity fund account on a timely basis. As a backup, office personnel from the building may be required to also count money turned in each day. A spreadsheet is forwarded to the business manager at the end of each month for entry into the accounting system and reconciliation of deposits. A detailed description of each deposit shall be provided on the spreadsheet (e.g., shirts sold, fundraising sales, etc.).

Depositing shall be made at least weekly and more frequently if large sums of money are collected. Staff members in each building are required to turn in money collected from students and patrons for fundraising and other activities to the school office daily. **Money is not to be taken home or away from school premises for any reason. There are no exceptions. Money collected is also not to be kept overnight in a classroom, but is to be turned in to the office each day.**

If the building administrator finds that faculty members are holding money longer than one day in their classroom or any other location, especially away from school premises, the building administrator must address the situation with the faculty member and advise the superintendent.

Any event or activity that is associated with Plattsmouth High School, or sponsored by an organization within Plattsmouth High School, must process all receipts through the activity account. A monthly report is available on all financial activity in your organization's account. Any discrepancy with your records should be noted and brought to the principal or principal's designee's attention immediately.

All requests for money disbursed through the activity account must be accompanied by a purchase order. The purchase request should be legibly written with proper spelling. The principal or principal's designee must

approve before you purchase items or services for which you will expect the school to pay. **Sponsors and coaches are financially responsible for their organization's funds.**

Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

Procedure for Purchasing with Activity Funds

1. Obtain activity purchase order number from the building principal or designee.
2. Place your order.
3. Mail, email or phone in your purchase then turn in the copies of invoices and receipts to the office. Check the box that indicates mailed, called, or faxed. NO ONE ELSE WILL PLACE THIS ORDER.
4. Occasionally, a check must accompany your order. In this case, attach an addressed envelope to your purchase order when you turn it in for authorization, as well as the order form, filled out completely. The check will be written and sent on with your order. This is the only time a purchase order will be mailed by someone else.
5. Even though you phone in your order, you are reminded that authorization is needed prior to ordering. Be sure to mark on your purchase order "Confirmation Order - Order Phoned In."
6. If you are picking up the order yourself and need the purchase order returned, please note this on the purchase order.
7. All activities money should be turned in to the office immediately upon receiving them.

Sales Tax

We must pay sales tax on all things the school purchases if the school is not the ultimate consumer of the goods. The only exception to this are food items sold in connection with school activities on the school premises. In other words, we must pay sales tax on uniforms, t-shirts, books, magazines, lumber, metal, fabric, car parts, etc.that are used in projects which are taken home. The sales tax collected should be equal to the prevailing rates. Be sure to add enough to the cost of products to cover sales tax and transportation.

Fundraising

All fundraising activities must be scheduled and approved in advance with the high school principal utilizing the proper Plattsmouth Community Schools Request For Fundraising or Camp Activity form. Only one fundraiser per organization will be approved for each semester.

Due to the negative impact fundraising has in school public relations with the community, fundraising is discouraged. If fundraising is to be done, service-oriented fundraising is preferred versus sales. All fundraising should be approved using a request form through the office. Adherence to the following procedures when conducting fundraising activities may be useful to you:

1. All students must be made to follow definite deadlines in the deposit of money or return of unsold items. Establish the expectation that all students will meet the deadline and follow up immediately with the parents of any students who do not meet the deadline.
2. Students must be made to understand that any products they are given must be accounted for when the fundraiser ends. Any unsold merchandise must be returned, if applicable, and if the items are lost or stolen, the student is responsible for replacement of the missing items.
3. All money must be turned into the office in a timely manner. Receipts will be issued for all deposits. Keep those receipts in order to check on any errors that may occur.
4. Profits from the fundraisers may not be spent until all bills have been paid. Activity accounts will not be allowed to have a negative balance. Purchases made with the profits from the fundraiser may be expended only with the authorization of the principal, assistant principal, or activities director.

5. The only fundraisers that will be authorized are those that benefit the school or the involved organization as a whole. No fundraisers will be authorized which result in only personal gain for the individual student.

Solicitations
Participation in any fund or charity drive by either students or employees shall be entirely voluntary so far as each individual is concerned. There shall be no cause for embarrassment for those who do not or cannot participate or contribute.

Organization Dues, Material Costs, Fines
When it comes to organization dues, material costs, fines, etc., the following procedure should be followed:

1. Students should turn in all money for fines directly to the office.
2. All money for materials, such as shop, clothing, and art materials should be turned into the teacher. The teacher should issue the student a receipt. The teacher then turns in the money to the office with the envelope clearly marked, "Material money for _____."
3. Any dues turned in by activity sponsors must be counted by the sponsor, placed in the appropriate type of envelope with a completed deposit slip.
4. Students enrolled in courses requiring payment of a fee must be continually reminded of their need to pay their fees. If the student has not paid the fee within two weeks of the beginning of the course, contact the administration. Also check with the principal to see if the student is "WAIVED" from paying for consumable items. **Always refer to the state law about student fees**. **Remember that students cannot be required to pay for any projects, or to furnish paper, pencils, etc.** The State Student Fee policy is in the Appendix.
5. Discretion must be used in allowing students to accumulate materials bills beyond a minimal level. Parents should be contacted and written verification of parental approval should be obtained before students begin a project. Timely payment must be made by students to keep their bill to a minimal level. Unless payment in full has been received for a project, the project should be held and not released to the student.
6. If assistance is needed in the collection of an account, please contact the administration as soon as the problem arises.
7. Sponsors of fundraisers must establish methods to collect all money and/or sale items from students. Students must not be allowed to hold money for an extended period of time. Accountability for all money must be expected. Sponsors are responsible for ensuring that all of the money is accounted for. Once the sponsor has received money, turn it into the office immediately after counting it.

Money Collection
Money collected should be turned into the office on a daily basis. The Business Manager or their designee will pick up the money and deposit it. The school is not responsible for thefts or loss of money. Teachers who collect money must turn the money into the office at the end of the school day. School district money (which includes activity money) is not to be taken off school premises at all. Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

COMMUNITY BASED LEARNING EXPERIENCES (CBLE)
Written approval of the parent or guardian is always required for participation of pupils in Community Based Learning Experiences.

- Appropriate instruction will precede and follow each CBLE activity.
- CBLE activities will be considered as instruction and planned as such with definite objectives determined in advance.
- All CBLE will begin and end at the school, unless prior arrangements with individual parents have been made.

- CBLE activities requiring school bus transportation will not interfere with the regularly scheduled transportation of pupils to and from school.
- Subject to the approval of the transportation supervisor and the superintendent, bus transportation will be provided for bands, orchestras, or other groups of pupils to participate in activities in communities outside the school district. The principal will approve or disapprove the request and notify the teacher. The activities director will arrange school bus service in advance for the date of the trip.
- The bus driver will see that all rules and regulations are enforced in the use of school buses for CBLE. Certified personnel must assist him/her in doing so.
- When a CBLE is made to a place of business or industry, the teacher will arrange to have an employee of the host company serve as conductor.
- Teachers will accompany pupils on all CBLE and will assume responsibility for their proper conduct.
- Appropriate educational experience and proper supervision will be supplied for pupils whose parents do not wish them to participate in a community activity or CBLE.
- Teachers are to ensure that students pick up any trash from the bus or vehicle before departing.

YOU CANNOT CHARGE FOR ANY CBLE RELATED TO YOUR CURRICULUM.

All CBLE are to be scheduled through the principal's office. The scheduling of buses must be done at least two weeks prior to the date of the event with the activities director. Teachers supervising buses should read the bus regulations closely and make students abide by the rules. It is important that students are in attendance in all of their classes as semester finals approach; therefore, all field trips during the school day must be completed four weeks before finals.

Students are not allowed to drive on CBLE. This pertains to all school sponsored trips and is done primarily for insurance and reasons of liability. Any special circumstances should be discussed and cleared through the principal's office.

All students attending a CBLE must have a permission slip signed and on file with the teacher sponsoring the trip prior to going on the trip. A CBLE is considered to be any time a teacher and their class leaves the school campus. Field trip permit forms may be obtained in the school office.

PLATTSMOUTH HIGH SCHOOL STAFF OBSERVATIONS

Todd Halvorsen
Sabrina Ayala
Katie Bashus
Kim Caniglia
Luke Chadwell P-2
Micah Dority P-1
Connor Dukes P-2
Tina Harvey P-2
Missy Haswell P-1
Jeremy Haupt-P-2
Jim Knierim
Lane Kelley-P-1
Austin Lenhoff P-2
Katie Lorenzen-P-3
Matt Rathman-P-1
Stephanie Reynolds-P-2
Randy Schroeder-P-1
Sara Stanton-P-1
Tim Winters

Kim Caniglia
Ashley Classen
Ernie DeSimone
Kyle Graves
Thomas Howard
Curtis Larsen
Dan Oatman
Jim
Olsen
Monica Olsen
Bruce Price
Eilene Rodriguez
Meri Sedlak
Brett Shuler
Kevin Tilson
Teri Wehrbein

Tina Harvey
Trey Cossel
Carmen Hall
Jeremy Haupt
Brynn Jobman
Cheyenne McClain
Ardena Mrasek
Laura Phillips
Ethan Scholting
Tyson Schroeder
Janel Schweitzer
Jana Shuey
Nicole Springer
Chris Work

*P = Probationary

ADVISORY ASSIGNMENT

Freshman	
Sedlak	ATEAM
Haswell	BEACH
Jobman	BEACH
Work	BEACH
McClain	STEAM
Morehead	STEAM

Sophomore	
Larsen	ATEAM
Mrasek	ATEAM
Wiseman	ATEAM
Classen	BEACH
Haupt	BEACH
Lenhoff	BEACH
Dority	STEAM
Oatman	STEAM

Junior	
Kelley	ATEAM
Rathman	ATEAM
T. Schroeder	ATEAM
Hall	BEACH
Rodriguez	BEACH
Howard	STEAM
Cossel	STEAM

Senior	
J. Olsen	ATEAM
Shuler	ATEAM
M. Olsen	BEACH
Tilson	BEACH
Wehrbein	BEACH
Bashus	STEAM
Dukes	STEAM

Sped 9-12:
Stanton

Stuco 9-12
Shuey

ROTC 10-12
DeSimone
Price

BREAKFAST SUPERVISION-7:35 in Cafeteria

Week of:					
August 17	Wiseman	August 28	Tilson	September 5	Shuey
August 24	T. Schroeder			September 11	Wehrbein

September 18	Lenhoff
September 25	Work
October 2	Lorenzen
October 9	Rodriguez
October 16	Rathman
October 23	Winters
October 30	McClain
November 6	M. Olsen
November 13	Dukes
November 20	Haswell
November 28	Winters
December 4	R. Schroeder
December 11	Bashus
December 18	Springer
January 8	Dority
January 16	Kelley
January 23	T. Schroeder
January 30	Cossel
February 6	Reynolds
February 13	Sedlak
February 21	J. Olsen
February 26	Howard
March 4	Shuler
March 11	Spring Break
March 18	Lorenzen
March 25	Larsen
April 3	DeSimone
April 11	Classen
April 17	Haupt
April 24	Price
May 1	Tilson
May 8	Jobman
May 15	Oatman
May 22	Staff

SOUTH LOT SUPERVISION - 7:35 and 3:05

Week of:

August	18	T. Schroeder	August	22	R. Schroeder		
			August	29	Winters	September 6	Morehead

September 12	Shuler				
September 19	McClain	October 31	Wiseman	January 30	J. Olsen
September 26	Stanton	November 7	Cossel	February 6	Kelley
		November 14	Shuey	February 13	Shuey
October 3	Howard	November 21	Classen	February 21	Oatman
October 10	Springer				
October 17	Dukes	November 28	Rathman	February 27	Winters
October 24	Dority	December 5	Bashus	March 6	Kelley
		December 12	Rodriguez	March 20	Jobman
		December 19	Wehrbein	March 27	Tilson
		January 4	DeSimone	April 3	Haupt
		January 9	M. Olsen	April 10	Sedlak
		January 16	Haswell	April 17	Work
		January 23	Price	April 24	Reynolds
				May 1	Larsen
				May 8	Dukes
				May 15	Haupt
				May 22	

Staff

LUNCH TIMES

1. The lunch schedule operates in two shifts. It is important that you maintain the schedule in order to achieve a balance in the lunchroom. These times are subject to change dependent on enrollments.
2. Lunch times are 11:02 -11:32 and 11:32 -12:02.

Please do not release your students ahead of time. Students should remain in the rooms, not in hallways or stairwells.

3. On special occasions such as field trips, speakers, major test days, or others, you may adjust your assigned lunch schedule provided that you request permission from the principal ahead of time. Do not adjust your lunch schedule without discussing your schedule with the principal and notifying the cafeteria personnel.

PLATTSMOUTH HIGH SCHOOL BUILDING HOURS AND BELL SCHEDULE

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

2023 - 2024 Bell Schedule	**Monday - Friday**
1st/2nd	8:05 - 9:30
3rd/4th	9:34 - 10:59
First Lunch/Advisory	11:02 - 11:32
Second Lunch/Advisory	11:32 - 12:02
5th/6th	12:06 - 1:31
7th/8th	1:35 - 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. Make arrangements with someone in your department and have it posted on your door where students should meet, if you are not in the building or need to attend an IEP. Coaches/sponsors need to be with their WIN students until 3:40.

BUILDING SECURITY
The following guidelines should be utilized to maintain the security of the high school:

1. No student should be in the building before 7:30am and after 3:45pm unless they are under faculty supervision.
2. No students should be in the building beyond the regular school day unless they are under faculty supervision.
3. For security reasons, it is imperative that students not be permitted to have access to school keys.

EMERGENCY AND MEDICAL PROCEDURES

Accident Procedure
If an employee is involved in an accident while in the line of duty, it is necessary to file an accident report within twenty-four (24) hours with the school nurse.

Classroom Emergency Procedure
If a classroom emergency such as a medical situation should occur, send another student to the office for assistance. Never send the injured student or come yourself, as this leaves the student and class unattended. While awaiting assistance from the office, administer first aid if necessary. If the situation involves an injury or accident, a written report on the circumstances must be given to the principal who in turn will notify the superintendent. Forms for writing these reports are available from the office.

Emergency Procedure
In the event of an emergency such as a fire, the person making the discovery should immediately notify the office. It is the responsibility of the office personnel to notify the appropriate authorities. It is also the responsibility of office personnel to meet the authorities outside the building and tell them the location of the emergency.

Severe Weather Emergency Procedure
Tornadoes are common in Nebraska, particularly in the spring. As a result, in coordination with the Civil Defense and the Cass County Sheriff's Department, we will conduct a tornado drill in early April of each year. In case of severe weather, follow the procedures outlined in the PCS Disaster Plan.

HEALTH POLICIES
Accidents
1. In case of suspected severe injury, an emergency unit will be called immediately at the discretion of the administration or designee.
2. Personnel are urged to stay with an injured student to prevent him/her from being moved until a certified person can render first aid.
3. Parents should always be notified of an injury by phone call or email.
4. When parents are notified, they are to be told what has happened, what has been done, and then ask what they want the school to do.
5. In the event a parent cannot be reached, the emergency person will be called and if this person cannot be contacted, school personnel will make a decision in the best interest of student health and safety.
6. Accident reports are filled out on all major accidents and reports are kept on file in the office of the principal or school nurse.
7. In the event of a serious accident or injury, the student will not be left unattended.

Illness
1. Prescription medication must be brought into school by a parent/guardian. The only person authorized to give medication is the school nurse or those who are trained in medication administration.
2. NO MEDICATION can be furnished by the school.

DISASTER PLAN PHILOSOPHY AND INTRODUCTION

This plan is developed to be used in case of fire, blizzard, tornado, or bomb threat. All members of the faculty and other employees should:

- Familiarize themselves with this plan
- Be prepared to activate it immediately
- Perform any duties to which they are assigned to make its activation effective

The primary consideration in the event of any type of emergency should be the safety of the personnel in the building. Secondary considerations are the protection of school property and the continued orderly operation of the school.

Any type of emergency procedure is considered to be of a very serious nature and it will be standard procedure to turn individuals falsely initiating such procedures over to the proper authorities for prosecution according to the law.
The greatest danger in any of the emergencies covered in this handbook is probably from panic. Please study the instructions carefully so you will know exactly what to do and you will be able to avoid panic.

Notification of Fire
In the event that a fire is discovered in the building, the person discovering it should immediately activate the fire alarm and report to the office to inform office personnel of the fire.

It is the responsibility of office personnel to notify the fire department. It is also the responsibility of office personnel to meet the fire truck outside the building and tell them the location of the fire.

Fire Drills
Fire drills will be conducted monthly. The signal for a fire drill is a continuous pulsing tone. When this tone sounds, all personnel must leave the building. Be sure that all doors are locked and windows are closed before you leave your room.

Fire and Emergency Evacuation Plan
Fire and emergency escape routes are to be posted in every room where people may be located. Check your classroom immediately to make sure the escape route is posted. Teachers and/or staff will move students to the classroom's designated fire exit.

Teacher Responsibilities During Fire Evacuation
1. Remain with your students at all times.
2. Lock your classroom door once everybody has exited.
3. The teacher should exit the building following the last student. Once outside, the teachers are responsible for student control, ensuring that the students are 100 feet from the building and free of fire lanes and should have their class roster with them to take roll and determine the safety of all students under their control.
4. Ensure you have your green and red cards to communicate with administrators or assistants your student attendance at the fire exit location.
5. Keep students quiet at all times to listen for any emergency instructions.

Tornado Disaster Plan
Tornadoes are common in Nebraska, particularly in the spring. As a result, in coordination with the Civil Defense and the Cass County Sheriff's Department, we will conduct a tornado drill in early April of each year. Teachers and/or staff will move students to the classroom's designated tornado shelter.

Teacher Responsibilities During Tornado Evacuation
1. Remain with your students at all times.
2. Lock your classroom door once everybody has exited.
3. Have students 2-3 deep next to the wall in the hallways.
4. Keep students quiet at all times to listen for any emergency instructions.
5. Leave an open aisle down the middle of the hallways.
6. Keep students away from all glass areas including the trophy cases and doorways.
7. Do not congregate students near the fire doors so that if the doors need to be opened for some reason, students will not be behind the doors.
8. Have students cover their heads with their hands and arms.

Social Media Usage
Professional responsibility occurs when there is the presentation of oneself as a representative of the District or employee thereof, whose activities are job related and is subject to the District's policies, rules, procedures, and guidelines.
Personal Responsibility – the presentation of oneself in a manner that is outside professional responsibility in all comments, posting, etc. Personal responsibility encompasses that which is not job related.
*Each staff member who creates a web page or any part of a web page or supervises the creation of a web page or uses an approved social media site or any part of an approved social media site or supervises the creation of an approved social media site is responsible for the content and must inform the Principal/designee of the

existence and the intent/purpose of the page prior to such web site or approved social media site being accessible on the Internet. This includes student-produced web pages and social media content.

A. Professional Responsibility. When using District web pages and/or approved social media sites, staff may not engage in the following:

1. Simultaneously identify oneself as a District employee and send, solicit, or display materials that are offensive, including sexually oriented material, graphic depictions of violence, or material that offends or harasses on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

2. Unprofessional communication that could negatively impact the District's reputation or interfere with the District's core mission, or unprofessional/inappropriate communication regarding members of the District's community.

3. Acting as a representative of the District, or acting in a way that would infer that one is a District representative or acting for and on behalf of the District when not authorized to do so (e.g., contacting the media or government officials with District email, responding to complaints or questions about District business on Internet discussion groups, etc.).

B. Personal Responsibility. When using non-District web pages and/or personal social media sites outside of the duties as a staff member of the District, staff should consider the following:

1. For certificated staff, the District's Code of Ethics and the State Standards of Professional Practice are applicable.

*Including simultaneously identifying oneself as a District employee and sending, soliciting, or displaying materials that are offensive, including sexually oriented material, graphic depictions of violence, or material that offends or harasses on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

2. District staff are responsible for all matters which they post or publish.

3. All matters which may be posted or published, including photographs, should reflect high standards of professionalism and professional discretion, and should not negatively or adversely impact relations with students, parents, other staff, or the community.

ONE SCHOOL, THREE ACADEMIES

Career Academies
PLATTSMOUTH HIGH SCHOOL

Career Academies are small learning communities designed to prepare students for college and careers. A "wall-to-wall" approach ensures all students participate in an academy suited to their strengths, interests, and learning preferences.

ATEAM

Dedicated and Prepared

ATEAM ACADEMY

- Architecture, Construction
- Transportation/logistics
- Environment & Agriculture
- Art
- Manufacturing

Student Organizations: Skills USA, FFA

BEACH

Learning through Serving

BEACH ACADEMY

- Business, Marketing & Management
- Education
- Arts (Performing)
- Communications, A/V Technology
- Human Services & Hospitality

Student Organizations: Educators Rising, FCCLA, DECA

STEAM

Creative, Ethical, Scientific Minds

STEAM ACADEMY

- Science
- Technology
- Engineering
- Aeronautics
- Mathematics

Student Organizations: FFA, HOSA, Skills USA

CONTINUUM OF EXPERIENCES

COURSES	CAREER EXPLORATION
	PATHWAY COURSES
	DUAL CREDIT COURSES
	AP COURSES
	CAPSTONE COURSE
EXPERIENCES	BUSINESS TOURS
	GROUP COLLEGE VISITS
	COLLEGE & CAREER FAIR
	CAREER FIELD TRIPS
	INDIVIDUAL COLLEGE VISITS
COLLEGE & CAREER PREP	ACADEMY SELECTION
	ACADEMY ADVISOR
	CAREER MENTORS
	CAREER SPEAKERS
	PRE-ACT TEST
	PRACTICE ACT TEST
	ACT TEST/ASVAB TEST
	COLLEGE REP VISITS
	JOB SHADOWING
	COLLEGE APPLICATONS
	FIN. AID/SCHOLARSHIPS
	CERTIFICATIONS
	PORTFOLIO
	INTERNSHIPS

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

ONE SCHOOL,
THREE ACADEMIES

Career Academies
PLATTSMOUTH HIGH SCHOOL

Contact Information:
402-296-3322
thalvorsen@pcsd.org
charvey@pcsd.org
1916 Old Highway 34
Plattsmouth, NE 68048

Every PHS Graduate Will Be:

College Ready

Every student will be prepared to continue their education in a postsecondary institution.

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 Capstone Class

Career Ready

Every student will be prepared to bring value to their workplace.

All students will complete the Continuum of Experiences AND at least one of the following:

- Earn a career field certification
- Complete an internship
- Successfully complete a Capstone project

100+

community and business partners

Community and World Ready

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

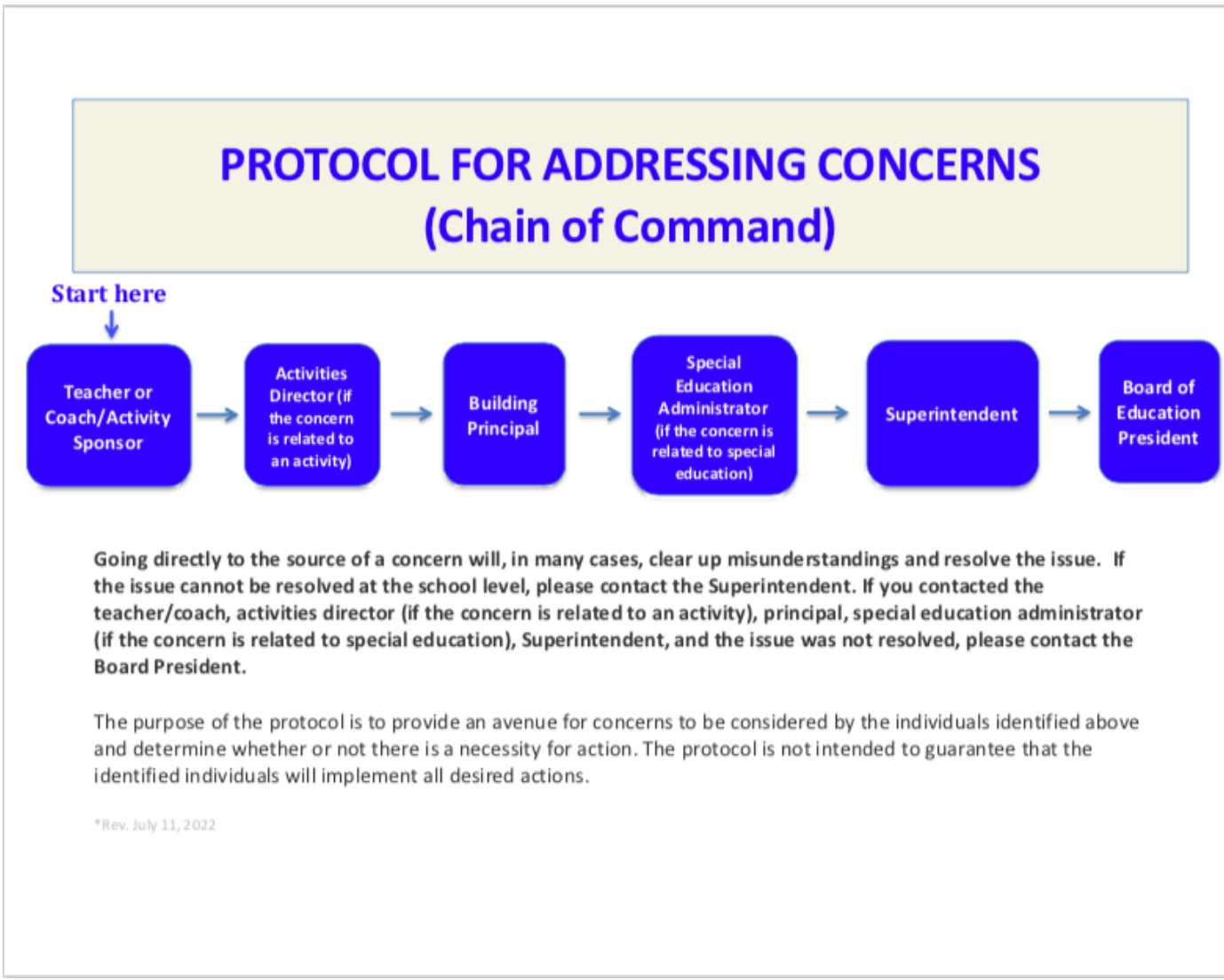
All students will:

- Work with a Career 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

20+

college courses offered from four institutions

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*



- 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

RECEIPT OF 2023-24 TEACHER HANDBOOK

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT

This signed receipt acknowledges receipt of the 2023-24 Teacher Handbook of Plattsmouth Community High School. This receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract, and that I understand this handbook includes the District's policies of child abuse reporting, non-discrimination, and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

_____ _____

Teacher's Signature Date

Plattsmouth High School PRIDE Form

Date:_____ Student Name:_____
Grade: _____ Teacher/Class:_____

Select the **PRIDE** culture norm you **did not follow:**
Positive **Respectful** **Intentional** **Determined** **Engaged**

Choose the disruptive behavior that resulted in your problem solving.

talking out of turn	technology violation	PDA (public display of affection)
no materials	cheating	harassment/insults/bullying
inappropriate language	horseplay	
throwing items	ignoring the teacher's directions	

Before I was asked to have a Problem Solving, from my point of view, what happened was...
_____
_____

Problem Solving #1
To avoid this problem in the future, I will:
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

Problem Solving #2
To avoid this problem in the future, I will:
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

Problem Solving #3
To avoid this problem in the future, I will
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

_____ MEETING between student and teacher completed
_____ LOG on Infinite Campus for Behavior Referral

Teacher Use Only
_____COPY of form turned into academy administrator
_____Is further action needed from an admin

IN AN EMERGENCY
TAKE ACTION



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

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual



SECURE!
Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

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

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

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PLATTSMOUTH COMMUNITY SCHOOL DISTRICT

PLUS Center Parent/Student Handbook

2023-2024



Table of Contents

District Calendar

Philosophy/Our Vision/Placement

Staff/Program Components/ER Data/ID/Calls during School Hours

Visitors/Lunch/Attendance Policy 5008

Transportation Policy 5506

Grading Guidelines and Report Cards/Disaster-Fire Drills/Student and Staff Relationships

Confidentiality/Immunizations

Medication/Asthma Policy

School Appearance/School Attitude/Items for Sale, Trade, or Give Away

Audio Listening Devices/Student Telephone Use/Cellular Telephones and Pages/Field Trip/Physical Education Participation

Textbooks/Student Computer Use/Copyright Policy/Non Discrimination/Harassment by Students/Weapons

Use of Alcohol/Marijuana/Drugs Policy 5308

Smoking/Tobacco Policy 1120

Search and Seizure Policy 5406

Out of Control Behavior/Plus Center Disciplinary Level Plan

Student Discipline Policy 5101

Departure of School Grounds/Physical Assault/Police Report/The Local School District

Parental Right in Special Education/Student Records

Forms

Therapeutic Crisis Intervention Form

Plus Center Intake Checklist

Receipt of Plus Handbook Rules and Procedures Signature Form

Permit to Administer Medication Form

School Medical Form

HIPAA and FERPA Signature Form

Student Fee Policy 5195

District Check Information

Concussion Policy 6284

School Lunch Information

Philosophy / Purpose of the PLUS Center

The PLUS (Plattsmouth Learning and Universal Support) 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

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.
Develop alternative curricular and instructional strategies to assist the student reach grade level standards.
Develop behavioral competencies to enable the student to become a successful contributor to his/her local school community.
Provide student leadership opportunities by accessing activities within our local community.
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.

Staff

Charlotte Urbauer	Teacher	402-296-7118
Tiffany McCarthy	Paraeducator	402-296-7118
Sheri Metzler	Paraeducator	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 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 the 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. PLUS Center staff will transport students to and from school unless parents have opted to transport the student themselves. 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 issues. 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.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices 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 cell phones and other electronic devices 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 Sear. 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 solv.e 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.

Reference Policy No. 5101-Student Discipline Policy

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

Intake Meeting Checklist

Student Name:_____ Grade:_____ Date:_____

- ☐ Introductions
  - ☐ Parents/Guardians
  - ☐ Students
  - ☐ PLUS Teacher
  - ☐ SpEd Teacher
  - ☐ Building Administrator
  - ☐ School Psychologist
  - ☐ SpEd Administrator
  - ☐ Other as appropriate
- ☐ Tour of Building
- ☐ Discuss goals of student
- ☐ Review handbook
- ☐ New Folder
- ☐ Class Roster
- ☐ Lunch Payment if applicable
- ☐ Lunch Application Send to Rhonda Salazar, and Copy I File if applicable
- ☐ Copy of Enrollment Card to: Secretary, Counselor, Nurse if applicable
- ☐ Billing Sheet to Jenni Serkiz if applicable
- ☐ Infinite campus - changes if applicable
- ☐ Infinite campus - Student Schedule if applicable
- ☐ Parent Signatures
  - ☐ Restraint/Seclusion signature page
  - ☐ Understanding of rules/procedures signature page
  - ☐ Permit to administer medication
  - ☐ Student Health History (can be taken home and returned)
  - ☐ HIPPA/FERPA signature page
  - ☐ Free and Reduced Lunch form in applicable (can be taken home and returned)
- ☐ Review daily point sheet
- ☐ Review transportation procedures
  - ☐ Set up pick up/drop off times
- ☐ Review Edgenuity
- ☐ Other topics:

Orientation Checklist

Student Name:_____ Grade:_____

Orientation Dates:_____to_____

- ☐ Welcome
- ☐ Introductions to other staff and students
- ☐ Tour
- ☐ Review daily schedule/procedures
- ☐ Review daily expectations
- ☐ Review daily point sheet
- ☐ Review each Tier
- ☐ Review Edgenuity
- ☐ Review Student BIP including safety plan
- ☐ Questionnaire for reinforcers/motivators
- ☐ Other:

Staff Completion Signature:_____ Date:_____

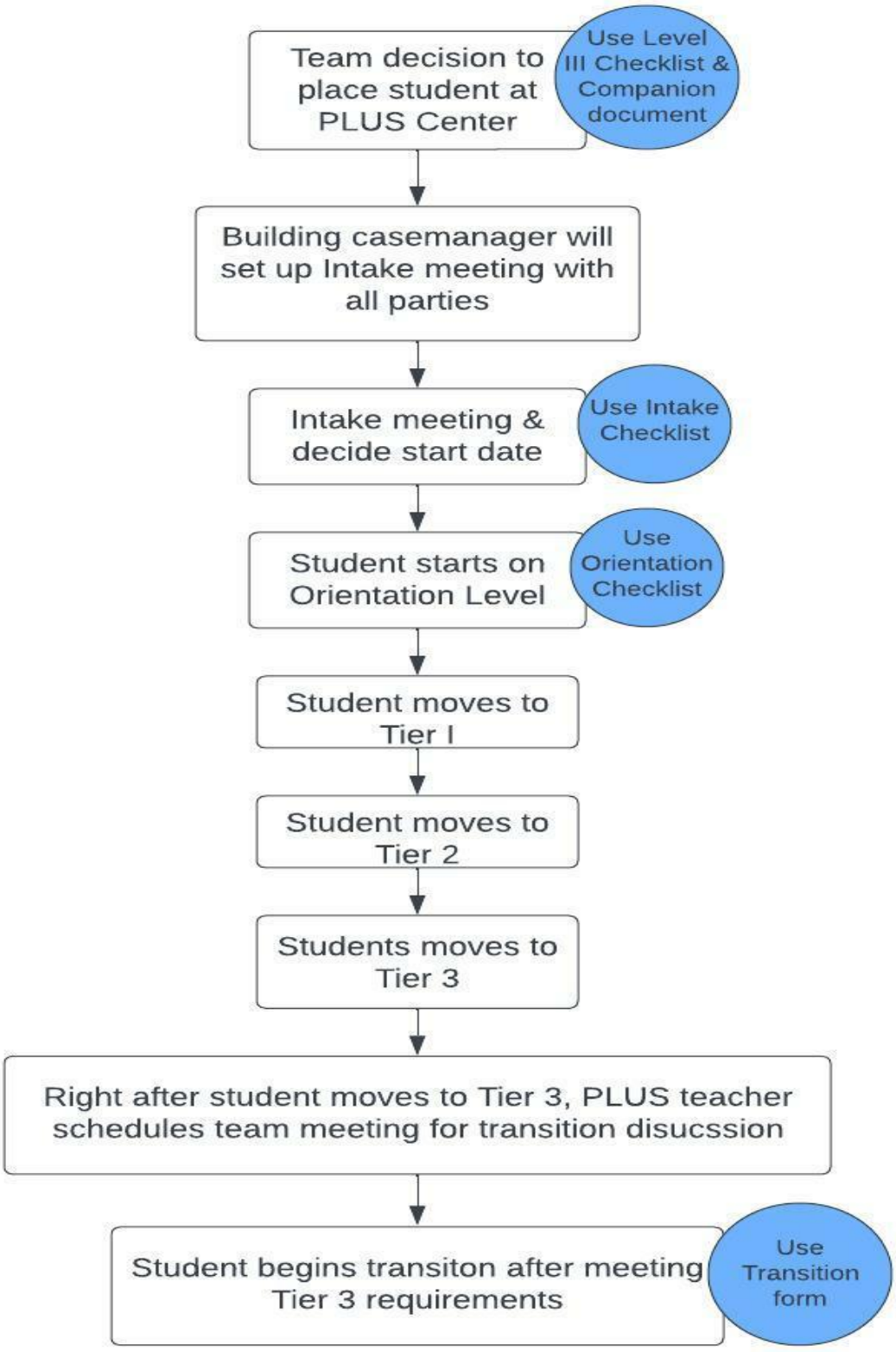
PLUS Tier System

	Tier One	Tier Two	Tier Three
Behavior/Academic Goals	• Earn 38/48 points (80%) on Daily Point Sheet • Daily Academic Goal is listed on Daily Point Sheet • Students must earn passing grades on all academic tasks.	• Earn 41/48 points (85%) on Daily Point Sheet • Daily Academic Goal is listed on Daily Point Sheet • Students must earn passing grades on all academic tasks.	• Earn 43/48 points (90%) on Daily Point Sheet • Daily Academic Goal is listed on Daily Point Sheet • Students must earn passing grades on all academic tasks

PLUS Tier System Progression

Orientation	Tier One	Tier Two	Tier Three
All Student's Begins on Orientation Level • Can last 2-5 days • Introductions • Tour • Review Handbook • Review Expectations, Rules, Procedures • Review Edgenuity • Questionnaire for motivators/reinforcers • Review Daily Point Sheet	**Team Would Discuss a Move to Tier Two When:** • Meet Academic Work Goal for 5 consecutive days • Earn 38/48 points (80%) on Daily Point Sheet for 5 consecutive days • No 'Big 5' behavior	**Team Would Discuss a Move to Tier Three When:** • Meet Academic Work Goal for 20 non-consecutive days • Earn 41/48 points (85%) on Daily Point Sheet or 20 non-consecutive days • No 'Big 5' behavior - any 'Big 5' behavior results in moving back to previous level	**Team Begins Transition Back to Home School When:** • Meet Academic Work Goal for 40 non-consecutive days • Earn 43/48 points (90%) on Daily Point Sheet for 40 non-consecutive days • No 'Big 5' behavior - any 'Big 5' behavior results in moving back to previous level

PLUS Center Process



PLUS Student Transition Plan

Student Name:_____ **Grade:**_____ **Date:**_____

Anticipated Beginning Transition Date:_____

Class Period/Length of Time Student will Transition into	
Target Expectations At Home School when Transitioning	
Academic	**Behavior**
Safety Plan for Student (building administrator shares with applicable staff)	
Our Response if there are Issues	
Minor Issues	**Major Issues**
Anticipated Additional Time	
Added When	**Period/Length of Time**
Parent Communication	

PLUS Center Exit Survey - Student

- ☐ I received a tour of the PLUS Center.
- ☐ PLUS Center staff reviewed the handbook with me.
- ☐ PLUS Center staff explained the expectations to me.
- ☐ PLUS Center staff explained the three tiers to me, including what is required to move from one tier to the next.
- ☐ PLUS Center staff discussed my individual goals and daily point sheet with me.
- ☐ PLUS Center staff communicated regularly with me regarding my behavioral progress.
- ☐ PLUS Center staff communicated regularly with me regarding my academic progress.
- ☐ I was given appropriate support to meet my behavior goals.
- ☐ I was given appropriate support to meet my academic goals.
- ☐ I experienced behavioral success while at the PLUS Center.
- ☐ I experienced academic success while at the PLUS Center.
- ☐ I experienced a smooth transition back to my home school.
- ☐ The PLUS Center prepared me to be successful at my home school.

What went well at the PLUS Center and was helpful for you?

Do you have any suggestions to improve the PLUS Center program?

PLUS Center Exit Survey - Parent

- ☐ My child and I received a tour of the PLUS Center.
- ☐ PLUS Center staff reviewed the handbook with my child and me.
- ☐ PLUS Center staff explained the expectations to my child and me.
- ☐ PLUS Center staff explained the three tiers to my child and me, including what is required to move from one tier to the next.
- ☐ PLUS Center staff discussed my child's individual goals and daily point sheet with my child and me.
- ☐ PLUS Center staff communicated regularly with me regarding my child's behavioral progress.
- ☐ PLUS Center staff communicated regularly with me regarding my child's academic progress.
- ☐ My child was given appropriate support to meet his or her behavior goals.
- ☐ My child was given appropriate support to meet his or her academic goals.
- ☐ My child experienced behavioral success while at the PLUS Center.
- ☐ My child experienced academic success while at the PLUS Center.
- ☐ My child experienced a smooth transition back to his or her home school.
- ☐ The PLUS Center prepared my child to be successful at his or her home school.

What went well at the PLUS Center and was helpful for you and your child?

Do you have any suggestions to improve the PLUS Center program?

Receipt of Notification and Understanding of PLUS Handbook Rules and Procedures

I have received a 2023-2024 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

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 2023-2024 school year:

_____

Parent/Guardian Signature Phone Date

Adapted from Board Policy Code #5072E2

Record of Medication Administration

Date	Time	Student	Medication	Initial

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.

Allergies
- ☐ Seasonal Hay Fever
- ☐ Foods_____
- ☐ Drugs_____
- ☐ Fumes_____
- ☐ Insect /bee stings
  - ☐ Has a bee sting kit
- ☐ Animals_____
- ☐ Other_____

Blood Disorders
- ☐ Anemia
- ☐ Hemophilia
- ☐ Leukemia
- ☐ Frequent Nosebleeds
- ☐ Other_____

Stomach/Intestinal Problems
- ☐ Gastric Reflux/Heartburn
- ☐ Constipation
- ☐ Other_____

Congenital Conditions
- ☐ Cleft Palate
- ☐ Down's Syndrome
- ☐ Growth disturbances*
- ☐ Other_____

Orthopedic Problems
- ☐ Scoliosis*
- ☐ Osgood-Schlatters
- ☐ Other_____

Heart Problems*
- ☐ Murmur*
- ☐ Congenital defects*
- ☐ Other_____

Respiratory Problems
- ☐ Asthma/RAD*
  - ☐ Uses inhaler
- ☐ Frequent sore throats/colds
- ☐ Sinusitis
- ☐ Other_____

Neuromuscular Disorders
- ☐ Dizzy/fainting spells*
- ☐ Convulsions/seizures*
- ☐ Frequent headaches
- ☐ Migraine headaches
- ☐ ADD/ADHD
  - ☐ Treated with medication
- ☐ Other_____

Other Conditions
- ☐ Developmental Delay
- ☐ Learning Disability
- ☐ Skin Issues/Eczema
- ☐ Burns-Severe
- ☐ Dental/Orthodontic issues
- ☐ Cancer*
- ☐ Speech issues
- ☐ Fractures
- ☐ Surgeries
- ☐ Serious Injuries
- ☐ Other_____

Endocrine Disorders
- ☐ Diabetes/Onset Date_____
- ☐ Hypoglycemia
- ☐ Thyroid Problems
- ☐ Other_____

Eye Disorders
- ☐ Blind-Right/Left/Both Eyes
- ☐ Glasses/Contacts
- ☐ Eye Surgeries
- ☐ Other_____

- ☐ Birth Issues _____

Birth Weight_____

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

Any other medical information you feel would be helpful:_____

_____

Please us 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

Parent/Guardian Signature Date

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

Instruction

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, Dec. 12, 2022, 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	Name of School Child Attends	Grade
	❑		
	❑		
	❑		
	❑		
	❑		

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 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.	2. Gross Income (before taxes) and How Often it was Received					
	Earnings from Work before deductions		Public Assistance, Child Support, Alimony		Pensions, Retirement and All Other Income	
	Income	How often	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 ❑

Part 4: Adult Signature and Contact Information – An adult household member must sign the application.

"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."

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:**

❑Hispanic or Latino
❑Not Hispanic or Latino

❑Asian
❑White
❑Black or African American
❑American Indian or Alaskan Native
❑Native Hawaiian or other Pacific Islander

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:_____

Total Income:_____per
❑Year ❑Month ❑2 X Mo ❑Every 2 Wks ❑Week

❑Free ❑Reduced ❑Denied
❑Income
❑Categorically eligible:
❑*SNAP/TANF/FDPIR*
❑*Foster Child*
Reason for denial:
❑Income too high
❑Incomplete application

Signature of Determining Official: Date Approved:

FOR THE VERIFICATION PROCESS ONLY:

Signature of Confirming Official: Date Confirmed:

Signature of Verifying Official: Date Verified:

Date Withdrawn From School:

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 operates our own food service program. 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.gBraille, 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 2023-2024 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, 2023, 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, June 13, 2023

Appendix "1" to 2023-2024 Student Fees Policy of
Plattsmouth Community Schools
Additional Specification of Required Materials and Fees[1]

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 2023-2024 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 2023-2024 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-$4.25 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		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-$4.25 *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.

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 replaceme nt 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 **Athletic Programs**	**General Description of Fee or Material**	**Amount of Fee (Anticipated or Maximum) or Specific Item Required**
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	Admission prices will be $7 for adults and $5 for students for tournaments. Regular season ticket prices will be $6 for adults and $5 for students. Conference passes will be allowed. Sub-Varsity ONLY & Middle School athletic events will be $4 for adults and $3 for students. Admission prices will be $5 for adults and $4 for students for Sub-Varsity & Middle athletic tournaments. 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.

<table>
<tr><td>4. Equipment and attire</td><td>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.</td><td>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:
<table>
<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></td></tr>
<tr><td>5. Travel meals</td><td>Meals</td><td>Students are responsible for their own meals while traveling.</td></tr>
<tr><td>6. Locker use</td><td>Padlock for locker</td><td>$5.00 fee if damaged or not returned at the end of the year.</td></tr>
<tr><td>7. Camps and clinics</td><td>Registration and other costs of camps or clinics</td><td>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.</td></tr>
</table>

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.
AFJROTC	Uniform and Military Ball Attendance	No cost for uniform. $15 cleaning fee may be assessed. Cost of Military Ball maximum of $30 for meals.
Social & Recognition Activities		

1. School plays, musicals and social activities	Admission to events	Up to $10.00 per play or activity.
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.	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. 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.

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, June 12, 2023

2023-2024
PLATTSMOUTH COMMUNITY SCHOOLS
CERTIFICATED STAFF HANDBOOK

TABLE OF CONTENTS

		Page
Section 1	Intent of Handbook	5
Section 2	Information About Plattsmouth Community School District	5
Section 3	School District Mission Statement	6
Section 4	Members of the Board of Education	7
Section 5	Administrative Staff and Other Supervisors/Directors	8

Article 1 – District Calendar & Schedules

		Page
	District Calendar and Building Schedules	9-10
Section 1	Severe Weather and School Cancellations	10
Section 2	Contract Days	11
Section 3	Make-Up Days	11

Article 2 – Equal Opportunity Employment, Compensation and Benefits

		Page
Section 1	Employment	11
Section 2	Assignments	12
Section 3	Personnel File	13
Section 4	Grievances and Complaints	13
Section 5	Compensation	13
Section 6	Extended Contract Pay	14
Section 7	Benefits	14
Section 8	Payroll and Payroll Deductions	14
Section 9	Expense Reimbursement	14
Section 10	403(b) Salary Reduction Agreements	15
Section 11	Overtime	15

Article 3 – Absences from Work

		Page
Section 1	Paid Leave-Sick and Personal Leaves	16
Section 2	Payroll Deductions for Absences in Excess of Paid Leave	17
Section 3	Leaves of Absence	17
Section 4	Jury Duty	17
Section 5	Military Leave and Military Family Leave	18
Section 6	Family and Medical Leave Act	18

Article 4 - Duties and Responsibilities

		Page
Section 1	Hours of Work & Meetings	19
Section 2	Arrival to Duty Assignments	19
Section 3	Leaving School	20
Section 4	Lesson Plans	20
Section 5	Daily Class Record Books	20
Section 6	Classroom and School Procedures	21
Section 7	Supervision of Students	23
Section 8	Managing Student Conduct	25
Section 9	Dispensing Medication	26
Section 10	Reporting Child Abuse	26

Article 5 – Personal & Professional Conduct

		Page
Section 1	Professional Ethics Standards	27
Section 2	Evaluations	30
Section 3	Role Model	30
Section 4	Relationships	31
Section 5	Civility	31
Section 6	Notification of Arrest, etc.	31
Section 7	Professional Attire	32
Section 8	Private Tutoring	33
Section 9	Outside Employment	33
Section 10	Code of Ethics	33

Article 6 – Academic Matters

		Page
Section 1	Purpose and Goals of Academic Achievement	33
Section 2	Teaching to Student Understanding to Assure Learning	33
Section 3	Instruction in the Curriculum	34
Section 4	Measuring and Reporting Academic Achievement	34
Section 5	Parent-Teacher Conferences	35
Section 6	Special Education Policy	36
Section 7	Return to Learn	36
Section 8	Academic Standards	36
Section 9	Record Management	36

Article 7 - Use of School Facilities and Equipment

		Page
Section 1	Drug-Free Workplace	36
Section 2	Alcohol and Drug Testing	36
Section 3	Smoke and Tobacco-Free Workplace	36
Section 4	Weapon-Free Workplace	36
Section 5	Use of District Computer Network and Internet	37
Section 6	Technology Safety	43
Section 7	Use of School Facilities	43
Section 8	Care of School Property	43
Section 9	Use of Telephone	43
Section 10	Visitors	43
Section 11	Volunteers	44
Section 12	Salespersons	44
Section 13	Security of Desks, Lockers, Etc.	44
Section 14	Video Surveillance	44
Section 15	Bulletins and Announcements	45
Section 16	Copyright and Fair Use Policy	45
Section 17	Lost and Found	46
Section 18	Personal Property	46
Section 19	Safety	46
Section 20	Safe Pupil Transportation Plan	47
Section 21	Fire Drill and Crisis Plan	47

Article 8 - State and Federal Programs

		Page
Section 1	Notice of Nondiscrimination	48
Section 2	Anti-Discrimination	59
Section 3	Equal Opportunity	59
Section 4	Grievance Procedure for Persons with a Disability	59
Section 5	Confidentiality of Student Records (FERPA)	60
Section 6	Disclosure of Student Information to Military Recruiters and Colleges	60
Section 7	Disclosure of Staff Qualifications	60
Section 8	Student Privacy Protection	60
Section 9	Parental Involvement	61
Section 10	Homeless Students	63
Section 11	Breakfast and Lunch Programs	63
Section 12	Confidentiality of Protected Health Information	63
Section 13	Employee Anti-Discrimination	63

Appendixes

		Page
Appendix A	**COBRA Notice**	**64**
Appendix B	**FLSA Notice**	**66**
Appendix C	**Military Family Leave Notice**	**67**
Appendix D	**FMLA Notice**	**68**
Appendix E	**Complaint Form- Discrimination, Harassment or Retaliation**	**69**
Appendix F	**Protocol for Addressing Concerns (i.e. Chain of Command)**	**70**

Receipt of Teacher Handbook

		Page
Appendix G	**Receipt Form**	**71**

2023-2024 PLATTSMOUTH COMMUNITY SCHOOLS
CERTIFICATED STAFF HANDBOOK

FOREWORD

Section 1 Intent of Handbook

Welcome to Plattsmouth Community School District. This handbook is intended to be used by teachers and other certificated staff to provide general information about the Plattsmouth Community School District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. 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. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Plattsmouth Community School District and the Plattsmouth Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school District policies, state and federal statutes and regulations, and the best interests of the District. This handbook will be in effect for the 2010-2011 and subsequent school years, unless replaced by a later edition.

Section 2 Information About Plattsmouth Community School District

The first publicly funded school in Plattsmouth opened in 1857 with an enrollment of about 100 students. In 1861, the Territorial Commissioner of Education reported to the Legislature that, "Cass County has the most perfect school organization in the territory." The community has a long-standing tradition and expectation of educational excellence.

In 2020-2021, the District's PreK-12 enrollment was about 1,437 students. These students reside in a District that covers approximately 63 square miles. Students are served by an early childhood center, K–4th grade elementary school program, a 5th–8th grade middle school program, a 9th–12th grade high school program, Plattsmouth Universal Learning and Support (PLUS) Center, Plattsmouth Academic Curriculum and Equipment (PACE) Complex. The District also serves as the fiscal agent for the Cass County Head Start program, which addresses the needs of children from birth to school age. A General Equivalency Diploma (GED) program is also available.

The District employs approximately 130 teachers, eleven administrators, and approximately 110 support personnel, with a total budget of approximately 20 million dollars. The high school and elementary facilities were built in 1996 and the middle school was renovated in 1997.

Section 3 District Mission Statement

The mission of the Plattsmouth Community School District is to provide students with challenges and opportunities in a safe and caring environment, to enrich their lives, and to assist them to realize their potential and become responsible members of society. Specifically, we are **working in partnership with the community to ensure academic achievement, responsible behavior, and civic engagement for all students**.

The Plattsmouth Community School District will provide its students with equitable opportunities for an essential education in an efficient manner. An essential education is one that enables students to be:

- Proficient in meeting the State's academic content standards and essential learning's as established by the Board of Education
- Successful at each educational level and in transitioning between those levels from early childhood through postsecondary education and/or career entry
- Effective in functioning in and contributing to our culturally diverse democratic society

The District seeks to provide an essential education by developing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above
- Comprehensive support programs and services that meet the diverse needs of students
- Safe, clean and supportive facilities and learning environments;
- Implementation of a curriculum that:

  Is based on state standards in reading, writing, speaking, listening, mathematics, science and social studies/history and essential learning's in visual and performing arts, world languages, technology, health and physical education, and career and technical education and such additional standards; as are established by the Board of Education

- ✓ Is appropriate for the developmental level of the students
- ✓ Addresses diverse learning needs
- ✓ Instills a passion for learning and the importance of life-long learning
- ✓ Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information
- ✓ Develops expected work ethics, as well as group participation and leadership skills
- ✓ Incorporates character education and multicultural education, including respect for diversity
- ✓ Provides for application of technology in all learning areas;
- ✓ Provides access to advanced courses
- ✓ Is organized in a schedule that is functional and meets student needs in all curriculum areas
- ✓ Supportive learning environment which includes:
- ✓ A welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity
- ✓ Learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences
- ✓ Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behavior

Section 4 Members of the Board of Education

Brian Harvey - President	
Max Muller - Vice President	Nolan Siemonsma- Secretary
Matt Glup - Treasurer	Karen Tesarek-Parsons
Tony Foster	Jeremy Shuey
Terri Cunningham-Swanson	Ken Winters

Section 5 Administrative Staff and Other Supervisors/Directors

Name	Position
Dr. Richard E. Hasty	Superintendent
Dr. Cherie Larson	Director of Instructional Services
Amber Wright	Special Education Administrator
Todd Halvorsen	High School Principal
Kim Caniglia	Assistant High School Principal
Tina Harvey	High School Career Academy Assistant Principal
Luke Chadwell	High School Activities Director
John Campin	Middle School Principal
Claude Michel	Assistant Middle School Principal/ Activities Director
Dr. Amber Johnson	Elementary Principal
Troy Niehus	Elementary Dean of Students
Juliana Beck	Early Childhood/Head Start Director
Jennifer Serkiz	Business Manager
Gene Konkler	Buildings and Grounds Director
Barb Baker	Office / Data Manager
Chris Hudson	Payroll Clerk
Zach Schroeder	Systems Administrator

Plattsmouth Community Schools
2023-2024 Calendar

AUGUST 2023

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 2023

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 2023

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 2023

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 2023

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

7-9 PD New Teachers
10-15 PD All Staff/No Students
16 First Day of School 1st-9th; PM Kind.
17 First Day of School for AM Kind., 10th-12th
16-21 Early Childhood Home Visits
22 First Day for Early Childhood

September

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

October

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

November

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

December

21 End of 2nd qtr.=45 student days, End of 1st semester
Student days=84, Teacher days=91(Oct. 13 is a comp. day)
21-29 No School- Staff & Students

January

1-2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
15 No School for Staff & Students

February

7 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
19 No Students-PD for All Teachers
21 & 22 P-T Conferences: EC 4:30 PM-7:30 PM
23 P-T Conferences: EC All Day, No classes at EC

March

6 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 P/T Conferences: ES 4:30 PM-7:30 PM
7 End of 3rd Qtr.=44 student days
8 No Students – PD for All Teachers
11-15 No School-Spring Break (3/17 is a Teacher Comp. Day)
29 No School – Staff and Students

April

1 No School - Staff & Students

May

8 & 9 PT Conferences: EC 4:30 PM-7:30 PM
10 P-T Conferences: EC 8 AM-4 PM, No classes at EC
13 EC Comp. Day, No classes at EC
19 High School Graduation
23 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=90.5 student days
24 No Students-PD for All Teachers, Teacher days=95 (Mar. 15 is a comp. day)
23-24 Inclement weather make-up days, PD

JANUARY 2024

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			

FEBRUARY 2024

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		

MARCH 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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31						

APRIL 2024

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MAY 2024

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	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

EARLY CHILDHOOD SCHOOL SCHEDULE

Classes begin at 8:15 am. School dismisses at 2:30 p.m. Monday through Friday.

ELEMENTARY SCHOOL SCHEDULE

Classes begin at 8:10 a.m. School dismisses at 2:50 pm.

MIDDLE SCHOOL SCHEDULE

Classes begin at 8:08 a.m. School dismisses at 3:00 p.m.

HIGH SCHOOL SCHEDULE

Classes begin at 8:05 a.m. School dismisses at 3:00 pm.

PROCEDURES AND REGULATIONS SUBJECT TO CHANGE

The information contained is current and in effect at the time of finalization. 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 in newsletters and/or on the District website. Some of our procedures and regulations may be altered as we work within the frameworks of our building, the new staff members, parent response, student input, as well as new Board of Education policy, and as State and Federal laws change. The teacher handbook does not form a contract; the school reserves the right to change or modify the handbook whenever necessary.

Section 1 Severe Weather and School Cancellations

The Superintendent is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will send a message via the district's instant messaging system (currently Infinite). News media also broadcast the information regularly. Each building may activate a calling tree to disseminate information. DO NOT call the Principal or Superintendent to ask if there will be school. Their telephone lines need to be free for the decision-making process among administrators.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9:30 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made via the district's instant messaging system. News media will also broadcast the information when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, student activities, etc.). Administrators are typically on duty during school closing days. Some staff may be designated as being required to come to school even in the event of a school closing.

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day, staff will be notified, and parents will be notified via media broadcast. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. You should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions. Plattsmouth Community School District has a signal which, when activated, indicates the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for emergency responses in our safety plan. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

Section 2 Contract Days

Teachers are contracted for 186 days for the school year (hereinafter referred to as the "contract year"). Such contract days shall be served by individual teachers on varying schedules as established by the Board of Education and administration.

Section 3 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year, as needed, to allow all teaching staff to serve the full number of contract days.

Article 2 – EQUAL OPPORTUNITY EMPLOYMENT, COMPENSATION, & BENEFITS

Section 1 Employment

It is the policy of Plattsmouth Community Schools to employ the best qualified applicant for each position without regard to race, color, religion, sex, age, marital status, physical or mental disability or national origin, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's

race, color, religion, sex, age, marital status, disability, or national origin. There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

A teacher is employed by Plattsmouth Community School District when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school District, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before the date designated in the notice. It is important for teachers to respond to the request to signify acceptance, as failure to signify acceptance of employment by the designated date shall constitute cause for amendment or termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after June 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required, a teacher may be assigned "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the teacher and the District may agree upon or as set forth in the negotiated agreement. The extracurricular program of the school District is an integral part of the overall educational program of the school District. As such, a teacher shall not unreasonably refuse to accept

such extra-duty assignments. In addition, performance in an extra-duty assignment is a part of the evaluation of the teacher's overall performance in the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment-related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively-bargained, negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement") and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement. The provisions of the negotiated agreement shall govern changes in a teacher's placement on the salary schedule. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Salary Payments. Salary is payable over twelve equal installments with payment beginning on or about September 20. Teachers will be paid on the 20th of the month or the last preceding school day if the 20th falls on a vacation or weekend day. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of a teacher's employment or upon fulfillment of the contract the teacher may, at the option of the Board, be paid all salary due in one lump sum. Teachers new to the District may elect to distribute their salary over thirteen equal installments, receiving their first payment on or about August 20.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned, and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation. All claims for reimbursements shall be pre-approved by administration

and submitted for payment using proper District forms within 30 calendar days of occurrence.

Section 6 Extended Contract Pay

Extended contract pay for any teacher, beyond the number of contract days established by the Board of Education for the school year, shall be paid at 100 percent of schedule placement on a per diem basis for such teacher's extended contract.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the District's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions, prohibit discrimination against employees and dependents based on their health status, and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers that drive their own vehicles during their regularly scheduled working hours between two or more work sites, if a District vehicle is not available. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy unless otherwise required by law. The District is not liable for physical damage to employee vehicles. Staff members shall use district vehicles (and not personal vehicles) to transport students while performing duties as an employee of PCS.

The District provides materials necessary for instruction. If teachers need additional materials for instruction or school-related purposes, the request for such items should be made to the Principal.

Reimbursement for the purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the athletic director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose. Under no circumstances will alcoholic beverages be reimbursed. **(All claims for reimbursements shall be submitted using designated District reimbursement forms within 30 calendar days of occurrence.)**

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under the Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District, and the vendor of the 403(b) Plan elected by the teacher is on the District's list of approved vendors and has entered into a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government that provides more information about the FLSA is attached as Appendix "B" to this handbook.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1 1/2 times the employee's regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1 1/2 times the number of hours worked in excess of 40 hours in any workweek. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. The

Superintendent must approve any accumulation of compensatory time over 40 hours. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test.) An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – ABSENCES FROM WORK

Section 1 Paid Leave - Sick and Personal Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave (Requests for leave are submitted through Aesop which is located at www.pcsd.org. Staff will log in there and request a sub).

Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important. A teacher who becomes ill and is unable to work is to use Aesop and request a sub **before 6:00 a.m.** Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the Principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical

situations where the need for the leave can be determined in advance, the teacher is to make such advance report of need for leave to the Principal as soon as possible.

For personal and other leaves, a Request for Leave form is to be submitted to the building Principal or to the immediate supervisor if the teacher is not assigned to the early childhood center, elementary, middle school or high school at least five school days prior to the leave or such other advance notice as is practicable under the circumstances.

Return from Leave

Upon returning from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

Leave forms must be filed with the building Principal or immediate supervisor **prior to** taking planned leave. Unplanned leave forms must be filed with the building Principal or immediate supervisor within 48 hours of returning from leave. Failure to file the appropriate forms is considered neglect of duty as it interferes with the accuracy of payroll accounting system.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider or for a period of one week or more due to illness must present a written statement to the Principal or immediate supervisor from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days or work missed on a per diem basis calculated using the number of days missed as the numerator and the number of total contract days for the school years as the denominator (e.g., one day missed = 1/186 of total salary and fringe benefits).

Section 3 Leaves of Absence

A teacher who has been employed by the District for four years may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. A teacher granted leave of absence shall notify the Superintendent of intent to return or resign by March 1. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws.

Section 4 Jury Duty

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no

deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses, paid by the court for jury duty. Teachers are to notify the Principal of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal of any other form of legal summons that may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated like a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave and Military Family Leave

Military leave and military family leave will be granted to the extent required by state and federal law. Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take military family leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Military family leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave. More information about military family leave is included in Appendix "C."

Section 6 Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) provides for 12 weeks of job-protected unpaid leave in a 12-month period to eligible employees in specified circumstances. A publication provided by the federal government which provides more information about FMLA leaves is attached as Appendix "C" to this handbook. Some specifics regarding FMLA leave at Plattsmouth Community School District:

a. The plan year for FMLA is a rolling year. A rolling year is a 12-month period measured backward from the date an employee last used any FMLA leave.

b. Employees will be required to substitute remaining applicable paid leave prior to using unpaid leave. In other words, the total of job-protected paid and unpaid leave is 12 weeks.

If you need to take an FMLA leave, or have any questions regarding an FMLA leave, you should contact the Superintendent.

Article 4 – DUTIES AND RESPONSIBILIITES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position. The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend eight hours and 15 minutes on site, inclusive of a lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required eight hours and 15 minutes. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent, Principals, department heads and team leaders, except those meetings that are designated for optional attendance.

Section 2 Arrival to Duty Assignments

It is understood and agreed that the District shall determine the daily work schedule of instructional staff members. The workday may be varied as necessary by the District to meet the District's requirements. The normal workday shall consist of eight and one/fourth (8 1/4) hours and normally will be from 7:30 a.m. to 3:45 p.m. Staff members will confer with their principal for a variance from the normal schedule. On days when school is dismissed because of inclement weather or other emergencies or on days immediately preceding scheduled holidays, the instructional staff member's day may end 10 minutes after the end of the pupil's school day.

Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare written lesson plans that cover at least five days of advance instruction. The plans must be submitted to the Principal and kept in a plan book or folder. Please keep the plan book or folder, including lesson plans, class rosters, etc. in the top right hand drawer or corner of the teacher's desk. If that is not possible, the plan book or folder should be kept in a place in which the plan book will be readily available in the teacher's absence.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that a substitute teacher or other staff member not familiar with previous classroom activities or progress can easily use them. The plan book or folder must give specific reference to other instructional sources immediately available which will enhance the instructional lesson. See Appendix F for building specific lesson plan requirements.

Section 5 Daily Class Record Books

Every teacher is required to keep a complete and easily understandable written record of the attendance and achievement of every student. Plattsmouth Community School District requires teachers to use Infinite campus to create and maintain these records. Teachers must print a paper copy backup of grades and attendance weekly. This record must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester
2. The name and date of entry for each student who enrolls after the semester opens
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester--dropouts or early withdrawals
4. A complete record of the attendance of each student enrolled showing
   A. Days on which the student was tardy
   B. Days on which the student was absent, with a differentiation between excused and unexcused absences

5. A complete report of all recorded grades for each student. There is no minimum requirement for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you assess and record grades frequently enough to readily and realistically justify the term and final grades reported to parents

Upon request, a student's individual record in the teacher's class record book shall be made available for review or copying. Confidentiality of student information shall be maintained. Teachers will ensure that students or parents of students will not see the grade reports of classmates as teachers show students their grades during parent-teacher or student-teacher conferencing.

Because the entries in Infinite Campus constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to complete all student records on Infinite Campus at the close of the school year for filing in the permanent records. Any additional original entry records that a teacher may complete on a student such as assessment data, IEPs, 504 Plans, anecdotal behavioral observations, etc. that are required for permanent records must be turned in to the Principal at the close of the school year.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedures in the performance of their duties:

1. Bulletin Boards

Each teacher shall be responsible for completing appropriate bulletin boards regarding curriculum related matters in their primary classroom.

2. Textbook and Room Inventory

All school purchased materials must be inventoried with the building Principal. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student to whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine as prescribed by District policies and procedures. Encourage students to put cover their books by the end of the first week after receiving them.

3. Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.

4. Use of Teacher Associates

Teacher associates provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher associate must not, however, assume teaching responsibilities.

The teacher must maintain the role of leadership and responsibility for the students, with the teacher associate in a supportive role. Teacher associates may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials and preparing bulletin boards. Teacher associates are to work only on their assigned workdays and within their assigned workday. If the teacher desires the associate to work hours other than the assigned work hours or assigned workday, contact the administration for prior approval.

5. Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

6. Checking Out of Equipment

All equipment must be checked out through the building Principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee without written permission of the Superintendent. If equipment use is granted, you will be responsible for repair or replacement of damage.

7. Requisition of Equipment and Supplies

Books and supplies needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

8. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should check for e-mail throughout the day, and should respond to e-mails requiring a response in a timely manner, but should not check or respond to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

9. Teacher MailBox

Each teacher will be assigned a mailbox. Teachers should check for mail each morning and also later in the school day. If something requires an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.

10. Scheduled Meetings

ALL teachers are expected to be present for meetings, unless they are absent from school for good cause or have made prior arrangements with their Principal.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility of teachers and other adults. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision
   - Report to all duty assignments on time.
   - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
   - Be vigilant while supervising students. Never leave students unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students you are to be supervising are doing.
   - If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
   - Be careful with touching students. Use of corporal punishment is prohibited at Plattsmouth Community School District. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
   - Be careful with your language. You shall not use profanity or abusive language. Be a good role model for students. If a student uses such language, you are expected to correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions
   - Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.

- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students note it in your written records (e.g., your lesson plan book or daily reports).
- Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment
   - Conduct periodic inspections of equipment under your control or in your area of supervision.
   - If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign). Notify your principal and or your building maintenance person. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

3. Proper Warnings
   - If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

Administrators will perform searches of students or their belongings. If a staff member suspects a student is in possession of an item in violation of the law or school rules, the staff member shall contact an administrator. Do not use physical force to detain the student or to make the student accompany you, except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. **All staff members** are responsible for **all students** in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include, but are not limited to, students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations, rules and procedures. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the Principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting procedures and forms. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the Principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences. The consequence often includes an apology. You are expected to professionally accept the apology.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in

need of special services. Contact the counselor if you have questions as to the procedure.

7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules that are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School District personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation that would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

(a) Placed in a situation that endangers his or her life or physical or mental health;
(b) Cruelly confined or cruelly punished
(c) Deprived of necessary food, clothing, shelter, or care
(d) Left unattended in a motor vehicle if such minor child is six years of age or younger
(e) Sexually abused; or
(f) Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions

Teachers are to inform their Principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a Principal or supervisor does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern using the District's child abuse reporting forms. These forms are available in the Principal's office, the Superintendent's office and in each library's Board Policy book. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services employees to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker or an administrator will help you.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Plattsmouth Community School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards, which certificated employees, are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and

collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:
Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.
In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
F. Shall not sexually harass students, parents or school patrons, employees, or board members.
G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:
Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
C. Shall make reasonable effort to protect the student from conditions that interfere with the learning process or are harmful to health or safety.
D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
C. Shall give prompt notice to the employer of any change in availability of service.
D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
F. Shall permit no commercial or personal exploitation of his or her professional position.
G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations

Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model

Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all colleagues, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Civility

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Plattsmouth Community Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall, no later than the next business day, report the conduct to the employee's immediate supervisor and the Superintendent. There will be no retaliation against a person for making such a report.

However, any employee that is aware of another employee's uncivil behavior and fails to report the conduct to the employee's immediate supervisor and the Superintendent by the next business day may be subject to disciplinary action up to and including termination. Prompt reporting of uncivil behavior is necessary for maintaining a safe and healthy learning environment for students and staff.

Section 6 Notification of Arrest, etc.

Employees must notify the Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
    a. The maximum penalty for the crime equals or exceeds six months incarceration;
    b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
    c. Conviction would impact performance of employee's job responsibilities, including offenses that:
        i. Would impact the responsibility to be a role model for students or relations with other employees of Plattsmouth Community Schools;

ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or

iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.

d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Plattsmouth Community Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.

3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify, as described herein, may subject the employee to disciplinary action, up to and including termination.

Section 7 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming project a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty.

As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 8 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 9 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school District in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 10 Code of Ethics Policy No. 8272

Please go to https://www.pcsd.org/domain/11 and read Policy 8272 Code of Ethics.

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Plattsmouth Community School District Board of Education is committed to providing a quality education for all Plattsmouth Community School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education (special education students), students with other disabilities, which impact the educational program (504 students), and limited English proficient students (LEP or ELL students). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum maps, guides and materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the Board of Education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the District, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.

Recording Grades. Each teacher shall record grades in Infinite Campus and print a paper copy backup weekly. A sufficient number of grades must be recorded in the grade book to justify all grades for each student.

Grading System. Teachers are to use the grading scales as described in Board Policy 5204. The Principal must approve any deviation from the approved grading system.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference that includes the teacher(s) involved and the Principal. In the event parents or students question a grade, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The Superintendent will not change the grades designated by teachers unilaterally, unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades. A student transferring into Plattsmouth Community School District at the fifteen-to eighteen-week time period will have all grades on transcript from an accredited school accepted for semester credit. The Principal must approve grades for credit.

Reports to Parents. Grades and credit are assigned on a mester (7 weeks), quarter (9 weeks) or semester basis (18 weeks). The grade reports are produced from information supplied by teachers and distributed to students at school, parents at parent-teacher conferences, or are mailed to parents.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The end-of-quarter and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, notes should be sent to parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures, or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes that are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Parents are not always helpful or reasonable under these circumstances, but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Continuous Progress Reports To Parents. Continuous progress reports are available to parents and students. In addition, progress reports may be mailed to all parents from time to time to accommodate households without easy access to the Internet and PowerSchool.

Section 5 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. Parent-Teacher Conferences are scheduled for each building, as noted on the 2023-2024 District Calendar. Teacher attendance at Parent-Teacher conferences is mandatory. The Superintendent or Principal may excuse a teacher from attendance at Parent-Teacher Conferences.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade reports, which include all student assignments, work or tests completed by students prior to five (5) days of the date of the Parent-Teacher conference.

Section 6 Special Education Policy No. 6600

Section 7 Return to Learn Policy No. 6286

Article 6 Academic Standards Policy No. 6212

Please go to https://www.pcsd.org/Page/25 and read Policy No. 6600 Special Education, Policy No. 6286 Return to Learn and Policy No. 6212 Academic Standards.

Section 9 Record Management Policy No. 3560

Please go to https://www.pcsd.org/Page/22 and read Policy No. 3560 Record Management.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace Policy No. 4009
Section 2 Alcohol and Drug Testing Policy No. 4009
Section 3 Smoke and Tobacco-Free Workplace Policy No. 4010

Please go to https://www.pcsd.org/Page/23 and read Policy No. 4009 Drug- Free Work place, Alcohol and Drug Testing. Policy No. 4010 Smoke and Tobacco-Free Workplace.

Section 4 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

a. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means
b. The frame or receiver of any object described in the preceding example
c. Any firearm muffler or silencer
d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device
e. Any bludgeon, club, metal knuckles, or throwing star
f. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a

prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement

g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun

h. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in possession of mace or other similar chemical agents will be subject to disciplinary action.

i. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.

j. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 5 Use of District Computer Network and Internet

It is the policy of Plattsmouth Community Schools to comply with the Children's Internet Protection Act (CIPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography,

or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyber bullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

A. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

   The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

   The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

   The following are unacceptable uses of the technology resources:

   a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.

   b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,

1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
5. Users shall not copy, change, or transfer any software without permission from the network administrators.
6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

7. Users shall not engage in any form of vandalism of the technology resources.
8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
4. to engage in or promote violations of student conduct rules.
5. to engage in illegal activity, such as gambling.
6. in a manner contrary to copyright laws.
7. in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the District asks that you, as an administrator, faculty member, or staff member 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.

Section 6 Technology Safety **Policy No. 6800**

Please go to https://www.pcsd.org/Page/25 and read Technology Safety Policy No. 6800

Section 7 Use of School Facilities

Teachers will be issued keys to the school. Teachers are expected to not lose their keys and to not allow others to have access to or to use their keys. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items, which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Section 8 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 9 Use of Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones must be made from the office.

Section 10 Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the Principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to their workplace during instructional time in lieu of taking them to childcare.

Section 11 Volunteers
It is the desire of the Plattsmouth Community Schools to provide a safe environment for our students and staff. In order to ensure this, all individuals providing volunteer services to the District shall have a background check performed prior to volunteering. The intent of this policy is not to interfere or inhibit a parent's ability to observe their child in a classroom setting on an individual basis or meet with teachers or staff regarding their child's education or needs, but to ensure that reasonable steps are taken to provide a safe environment for our students and staff. For additional information, refer to Board Policy 1015.

Section 12 Salespersons
Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:00 a.m. and 4:00 p.m. on all days' school is in session. If you are required to be at work earlier than 8:00 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 13 Security of Desks and Lockers
Offices, teacher desks, lockers, file cabinets and other such storage devices are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 14 Video Surveillance
The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to

District property, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 15 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 16 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statue provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
- the nature of the copyrighted work
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole
- the effect of the use upon the potential market for or value of the copyrighted work

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 17 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 18 Personal Property

Plattsmouth Community School District is not responsible for personal property brought to school by any employee.

Section 19 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan that includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the president of the teacher's association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teacher's association representative of the safety committee, (2) contact the president of the teacher's association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices that teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. No open e.g., candles
5. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
6. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
7. Do not use equipment if you are not familiar with it or operate machinery without proper training.
8. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.

9. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
10. Wear seatbelts when in vehicles where provided.
11. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles

Teachers who drive school vehicles must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and shall be given instruction on emergency evacuation and first aid. Teachers should not transport students in their personal vehicles. Teachers are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Cell phones and other handheld wireless communication devices shall not be used while the vehicle is in motion.

Accidents

Every accident that results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Section 20 Safe Pupil Transportation Plan Policy No. 5506

Please go to https://www.pcsd.org/Page/25 and read Policy No. 5506 Safe Pupil Transportation Plan.

Section 21 Fire drills and Crisis Plan Policy No. 6115

Please go to https://www.pcsd.org/Page/25 and read Policy No. 6115.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

Anti-discrimination, Anti-harassment, and Anti-retaliation (Employees and students)

A. Elimination of Discrimination.

The Plattsmouth Community School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

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

Students: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

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

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Plattsmouth Community School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious

to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

a. Name-calling,
b. Teasing or taunting,
c. Insults, slurs, or derogatory names or remarks,
d. Demeaning jokes,
e. Inappropriate gestures,
f. Graffiti or inappropriate written or electronic material,
g. Visual displays, such as cartoons, posters, or electronic images,
h. Threats or intimidating or hostile conduct,
i. Physical acts of aggression, assault, or violence, or
j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

a. Unwelcome sexual advances or propositions,
b. Requests or pressure for sexual favors,
c. Comments about an individual’s body, sexual activity, or sexual attractiveness,
d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person’s will or where a person is incapable of giving consent due to the victim’s age, intellectual disability, or use of drugs or alcohol,
f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. <u>Anti-retaliation:</u>

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. <u>Grievance (or Complaint) Procedures</u>:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination,

harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is included in Appendix E and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):
Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity if the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant.** Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

a. Providing the parties with the opportunity to present witnesses and provide evidence.
b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

a. A summary of the facts,
b. An analysis of the appropriate legal standards applied to the specific facts,
c. Findings regarding whether discrimination occurred, and
d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):
If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):
If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

a. Providing an escort to ensure the complainant can move safely between classes and activities.
b. Ensuring the complainant and alleged harasser do not attend the same classes.
c. Moving the alleged harasser to another school or work area within the District.
d. Providing counseling services or reimbursement, if appropriate.
e. Providing medical services or reimbursement, if appropriate.
f. Providing academic support services, such as tutoring.
g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.

b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.

c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.

d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.

e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
   i. Know the school's prohibition against discrimination, harassment, and retaliation.
   ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
   iii. Understand how and to whom to report any incidents of discrimination.
   iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
   v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.

f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.

g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. <u>Confidentiality</u>:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation

provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. <u>Training</u>:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.

b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.

c. Identification of the District's designated compliance coordinators and their job responsibilities.

d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.

e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.

f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.

g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. <u>Designated Compliance Coordinators</u>:

Designated compliance coordinators will be responsible for:

a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.

b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.

c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).

d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if

necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
j. Recommending changes to this policy and grievance procedure.
k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. <u>Preventive Measures</u>:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim

resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Section 2 Anti-Discrimination Policy No. 1200

Please go to https://www.pcsd.org/Page/20 and read Policy No. 1200 and 1200a Anti-Harassment

Section 3 Equal Opportunity Policy 5401

Please go to https://www.pcsd.org/Page/20 and read Policy No. 5401 Equal Opportunity

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for

reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The No Child Left Behind Act of 2001 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the NCLB.

Section 8 Student Privacy Protection

The No Child Left Behind Act of 2001 requires the District to protect the privacy of students. Further, information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the NCLB and related Board policy, as follows:

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students

2. Student surveys that involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
   a. Political affiliations or beliefs of the student or the student's parents
   b. Mental or psychological problems of the student or the student's parent
   c. Sexual behavior or attitudes
   d. Illegal, anti-social, self-incriminating or demeaning behavior
   e. Critical appraisals of other individuals with whom the student has close family relationships
   f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
   g. Religious practices, affiliations, or beliefs of the students or the student's parent
   h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
3. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building Principal and also inform the building Principal yourself about the request to get instructions
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes

Section 9 Parental Involvement

General - Parental/Community Involvement in Schools

Cass County School District #13-0001, Plattsmouth Community Schools, after having conducted a public hearing concerning parental involvement and participation in the school District herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the Superintendent or his/her designee may deem appropriate. The Superintendent or his/her designee shall prepare a complaint form that may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the District to encourage communications from the parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The Superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in Section 79-2,104, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test, to notify the parent when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to his/her resident student.
Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school District concerning a parent's access, involvement, and participation in all activities of the school as it relates to the student of the District.

<u>Title I Parental Involvement</u>
The District has a separate policy established pursuant to the No Child Left Behind Act of 2001 relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children been given the

opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

The No Child Left Behind Act of 2001 requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. Bill Fitzpatrick, the Family School Liaison, serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Section 13 Employee Anti-discrimination Policy No. 4003

Please go to https://www.pcsd.org/Page/23 and read Policy No. 4003, 4003a and 4003b

Appendix A

Notice of COBRA Continuation Coverage Rights

**** Continuation Coverage Rights Under COBRA****

Introduction

You are receiving this notice because you have recently become covered under Plattsmouth Community School District health plan (the "Plan"). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and to other members of your family who are covered under the Plan when you would otherwise lose your group health coverage. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.** This notice gives only a summary of your COBRA continuation coverage rights. For more information about your rights and obligations under the Plan and under federal law, you should either review the Plan's Summary Plan Description or get a copy of the Plan Document from the Plan Administrator.

The Plan Administrator is Dr. Richard E. Hasty, Superintendent, 1912 Old Highway 34, Plattsmouth, NE 68048 (402) 296-3361. The Plan Administrator is responsible for administering COBRA continuation coverage.

COBRA Continuation Coverage

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." A qualified beneficiary is someone who will lose coverage under the Plan because of a qualifying event. Depending on the type of qualifying event, employees, spouses of employees, and dependent children of employees may be qualified beneficiaries. Under the Plan, qualified beneficiaries who elect COBRA continuation must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because either one of the following qualifying events happens:

1. Your hours of employment are reduced, or
2. Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because any of the following qualifying events happens:

1. Your spouse dies;
2. Your spouse's hours of employment are reduced;
3. Your spouse's employment ends for any reason other than his or her gross misconduct;
4. Your spouse becomes enrolled in Medicare (Part A, Part B, or both); or
5. You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they will lose coverage under the Plan because any of the following qualifying events happens:

1. The parent-employee dies;
2. The parent-employee's hours of employment are reduced;
3. The parent-employee's employment ends for any reason other than his or her gross misconduct;
4. The parent-employee becomes enrolled in Medicare (Part A, Part B, or both);
5. The parents become divorced or legally separated; or
6. The child stops being eligible for coverage under the plan as a "dependent child."

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the employer and that bankruptcy results in the loss of coverage of any retired employee covered under the Plan, the retired employee is a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also be qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan. The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment

or reduction of hours of employment, death of the employee, commencement of a proceeding in bankruptcy with respect to the employer to the extent retiree health coverage is provided, or enrollment of the employee in Medicare (Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event within 30 days of any of these events.

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator. The Plan requires you to notify the Plan Administrator within 60 days after the qualifying event occurs. You must send this notice to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. For each qualified beneficiary who elects COBRA continuation coverage, COBRA continuation coverage will begin on the date of the qualifying event.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B, or both), your divorce or legal separation, or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months.

When the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage lasts for up to18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage

If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled at any time during the first 60 days of COBRA continuation coverage and you notify the Plan Administrator in a timely fashion, you and your entire family can receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. You must make sure that the Plan Administrator is notified of the Social Security Administration's determination within 60 days of the date of the determination and before the end of the 18-month period of COBRA continuation coverage. This notice should be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving COBRA continuation coverage, the spouse and dependent children in your family can get additional months of COBRA continuation coverage, up to a maximum of 36 months. This extension is available to the spouse and dependent children if the former employee dies, enrolls in Medicare (Part A, Part B, or both), or gets divorced or legally separated. The extension is also available to a dependent child when that child stops being eligible under the Plan as a dependent child. In all of these cases, you must make sure that the Plan Administrator is notified of the second qualifying event within 60 days of the second qualifying event. This notice must be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

If You Have Questions

If you have questions about your COBRA continuation coverage, you should contact the Superintendent or Plan Administrator or you may contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's web site at **www.dol.gov/ebsa**.

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Appendix B
Fair Labor Standards Act Notice

EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

$7.25 PER HOUR

BEGINNING JULY 24, 2009

OVERTIME PAY At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least **16** years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than
- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" must pay a cash wage of at least $2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least $2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.

ENFORCEMENT The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Employers may be assessed civil money penalties of up to $1,100 for each willful or repeated violation of the minimum wage or overtime pay provisions of the law and up to $11,000 for each employee who is the subject of a violation of the Act's child labor provisions. In addition, a civil money penalty of up to $50,000 may be assessed for each child labor violation that causes the death or serious injury of any minor employee, and such assessments may be doubled, up to $100,000, when the violations are determined to be willful or repeated. The law also prohibits discriminating against or discharging workers who file a complaint or participate in any proceeding under the Act.

ADDITIONAL INFORMATION
- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa and the Commonwealth of the Northern Mariana Islands.
- Some state laws provide greater employee protections; employers must comply with both.
- The law requires employers to display this poster where employees can readily see it.
- Employees under 20 years of age may be paid $4.25 per hour during their first 90 consecutive calendar days of employment with an employer.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

For additional information:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

WHD U.S. Wage and Hour Division

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

WHD Publication 1088 (Revised July 2009)

Appendix C
Military Family Leave Notice

NOTICE

Military Family Leave

On January 28, President Bush signed into law the National Defense Authorization Act for FY 2008 (NDAA), Public Law 110-181. Section 585(a) of the NDAA amended the FMLA to provide eligible employees working for covered employers two important new leave rights related to military service:

(1) **New Qualifying Reason for Leave.** Eligible employees are entitled to up to 12 weeks of leave because of "any qualifying exigency" arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. By the terms of the statute, this provision requires the Secretary of Labor to issue regulations defining "any qualifying exigency." In the interim, employers are encouraged to provide this type of leave to qualifying employees.

(2) **New Leave Entitlement.** An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the servicemember. This provision became effective immediately upon enactment. This military caregiver leave is available during "a single 12-month period" during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

Additional information on the amendments and a version of Title I of the FMLA with the new statutory language incorporated is available on the FMLA amendments Web site at http://www.dol.gov/esa/whd/fmla/NDAA_fmla.htm.

WHD
U.S. Wage and Hour Division

U.S. Department of Labor | Employment Standards Administration | Wage and Hour Division

Appendix D
FMLA Notice

EMPLOYEE RIGHTS AND RESPONSIBILITIES
UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

***Special hours of service eligibility requirements apply to airline flight crew employees.**

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave, while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

WHD Publication 1420 · Revised February 2013

Appendix E
Complaint Form-Discrimination, Harassment or Retaliation

The Plattsmouth Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district. Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form.

Contact the applicable coordinator, if you have questions about filling out this form:

Students: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

Name: _____ Date: _____

(1) Description of the complaint:

_____

_____

_____

(2) Names of any witnesses to the matter being complained about:

_____

_____

(3) Identify and attach any document supporting the complaint:

_____

_____

(4) Confidentiality: I ___ do__ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____

(5) Relief requested (what I want done in response to this complaint):

_____

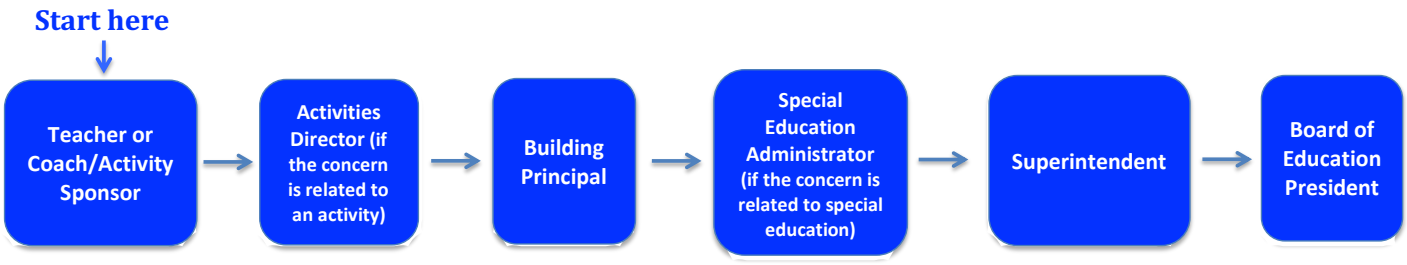
_____

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: _____ Received by: _____ Date: _____

Appendix F

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

Appendix G
RECEIPT OF 2023-2024 PLATTSMOUTH COMMUNITY SCHOOLS CERTIFICATED STAFF HANDBOOK

This signed receipt acknowledges receipt of the 2023-2024 Certificated Staff Handbook of Plattsmouth Community School District. This receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of child abuse reporting, non-discrimination, and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination. I further understand that any subsequent Board policies or information in the Negotiated Agreement supersede the related content contained herein.

Date: _____

_____
Certificated Staff Member's Printed Name

_____
Certificated Staff Member's Signature

Return to:

Chris Hudson, Payroll Clerk
Plattsmouth Community School District
Administration Center
1912 Old Highway 34
Plattsmouth, Nebraska 68048
402-296-3361

Plattsmouth Early Head Start/Sixpence Birth to Three Programs

2023-2024

PARENT HANDBOOK

Plattsmouth Community Schools
2023-2024 Calendar

AUGUST 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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

7-9 PD New Teachers
10-15 PD All Staff/No Students
16 First Day of School 1st-9th; PM Kind.
17 First Day of School for AM Kind., 10th-12th
16-21 Early Childhood Home Visits
22 First Day for Early Childhood

September

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

October

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

November

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

December

21 End of 2nd qtr.=45 student days, End of 1st semester Student days=84, Teacher days=91(Oct. 13 is a comp. day)
21-29 No School- Staff & Students

January

1-2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
15 No School for Staff & Students

February

7 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
19 No Students-PD for All Teachers
21 & 22 P-T Conferences: EC 4:30 PM-7:30 PM
23 P-T Conferences: EC All Day, No classes at EC

March

6 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 P/T Conferences: ES 4:30 PM-7:30 PM
7 End of 3rd Qtr.=44 student days
8 No Students – PD for All Teachers
11-15 No School-Spring Break (3/17 is a Teacher Comp. Day)
29 No School – Staff and Students

April

1 No School - Staff & Students

May

8 & 9 PT Conferences: EC 4:30 PM-7:30 PM
10 P-T Conferences: EC 8 AM-4 PM, No classes at EC
13 EC Comp. Day, No classes at EC
19 High School Graduation
23 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=90.5 student days
24 No Students-PD for All Teachers, Teacher days=95 (Mar. 15 is a comp. day)
23-24 Inclement weather make-up days, PD

JANUARY 2024						
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			

FEBRUARY 2024						
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		

MARCH 2024						
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						

APRIL 2024						
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				

MAY 2024						
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	

	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

Plattsmouth Community School District Mission Statement

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

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students' home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* by accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Early Head Start or Sixpence and to provide your child with a complete early childhood experience. Our Birth to Three education programs offer many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our programs provide an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

Our Birth to Three programs are unique from many other toddler or childcare settings. Early Head Start and Sixpence are comprehensive child development programs that serve children ages pre-natal to three and their families. Both programs are child-focused and family centered and provide a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities.

Early Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Early Head Start goals and objectives are implemented successfully, that the Early Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Early Head Start Services. The Plattsmouth Community School District is our grantee agency for Early Head Start which serves all of Cass County.

The Sixpence Early Learning Fund is Nebraska's signature effort to put our state's youngest and most vulnerable children on the path to success in school and life. Sixpence promotes high-quality early care and learning opportunities that help parents guide the healthy development of their infants and toddlers. As public-private collaboration at the state and local levels, Sixpence delivers efficiency, fiscal responsibility and measurable results for our investment in the next generation of Nebraska's citizens. The Plattsmouth Community School District is our grantee agency for Sixpence which serves families within the Plattsmouth school district boundaries.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Sixpence and Early Head Start programs are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies files on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children/families are eligible for the Early Head Start program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. Children/families are eligible for the Sixpence program if they are residents of the Plattsmouth School District. It is the responsibility of the family to immediately report any change of residence to their home visitor.

Early Childhood Program Contact Information

Plattsmouth Early Childhood Center (PECC)
902 Main Street, Plattsmouth, NE 68048
402-296-5250

Juli Beck, Early Childhood Director
Extension #2619

Early Childhood Staff

All the Early Childhood Home Visitors hold either a Nebraska teaching license (four year degree program) for Early Childhood Education and/or Early Childhood Special Education or a Bachelor's degree in nursing, child development, sociology, psychology, or social work. Other support staff may include a Family Support Advocate.

Health and Nutrition services are monitored by a school nurse. Other staff members include: Speech Language Pathologist, Physical Therapist, Occupational Therapist, Vision Specialist, ELL support personnel, school Psychologist, and a Dietician for those children/families qualifying for services.

Curriculum, Home Visits, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Plattsmouth Early Childhood Birth to Three Program has chosen Growing Great Kids™ as a curriculum framework. Growing Great Kids™ (GGK) is a comprehensive strength-based approach to growing nurturing parent-child relationships and supporting healthy childhood development. GGK incorporates features specifically targeted to parents/parenting partners of children pre-birth to 3 years of age, including:

- **Relationship-Based Orientation:** All information related to child development and parenting is presented within the context of cultivating sensitive, responsive parent-child relationships. The home visitor's relationships with parents and parenting partners are central to supporting them to grow their attachment and parenting skills, strengthen their family, and build life skills.
- **Attachment/Infant Mental Health Assimilation:** Strategies for promoting infant mental health are woven into the GGK and child development activities. These strategies are rooted in (1) the parents gaining understanding of their infant's cues, temperament, and needs while growing skills for empathic parenting;(2) fostering trust, predictability, responsiveness, and security in the parent-child relationship; and (3) reducing the child's exposure to toxic stress.
- **Comprehensive Child Development And Health Content:** GGK offers anticipatory guidance to parents pertaining to all developmental domains, health, safety, and nutrition. Child development activities are coded by targeted child development domains to assist with identifying interventions associated with developmental delays. Activities are crafted to strengthen parent-child attachments. Activity format is designed to engage fathers and mothers.
- **Protective Factors Focus:** Research shows that certain risk factors have detrimental effects on children and families, while other "protective" factors can mitigate those effects and provide benefits. GGK builds parenting and family life skills that translate into Protective Factors/Buffers for their children.
- **Strength-Based, Solution-Focused Parent Partnership Model:** The framework utilized in GGK's conversation guides with families draws the parents' attention to their strengths and motivations to grow their knowledge and skills. Parents build competencies for addressing their concerns with focused attention on building their skills and confidence.
- **Emergent Design:** Based on the family's knowledge, skills, interests and needs, the curriculum supports home visitors to partner with parents in sequencing curriculum content and activities. The amount of time devoted to a particular curriculum component can easily be tailored to the families' interests and needs.
- **Conversation Guides**: GGK provides conversation guides that include GKI Action Tools and other strategies for staying strength-based, solution-focused and skill-driven during home visits. For every three months of a child's development, there are conversation guides addressing: (1) Basic Care; (2) Social and Emotional Development, (3) Cues and Communication; (4) Physical and Brain Development; and (5) Play and Stimulation. Prenatal manuals include conversation guides specific to pre-birth visits, building family foundations, growing life skills and reducing stress.
- **Skill Driven Emphasis:** Home visitors who use GGK coach program parents from "knowledge to practice to skill mastery." Parents become their own "child development specialist," with secure attachments at the core. Parents learn how to manage their stress in ways that help them get what they want for themselves and their children.
- **Culturally Inclusive And Competent Approach:** Specific modules are devoted to encouraging families to learn more about their cultural values and traditions, and to explore how they will use their culture to strengthen their family and their child's sense of belonging.

Growing Great Kids™ is a developmentally appropriate curriculum which aligns with the Head Start Performance Standards and other regulations including the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

Home Visits

Home visits will follow a predictable sequence of events as outlined in the Growing Great Kids™ curriculum. This provides a structure for the visits which makes it easier for families and children to participate. Please be aware of the following expectations during a home visit:

- A home visit will occur each week for up to 1 ½ hours
- Parents/guardians are expected to actively participate during the home visit
- Parents/guardians will observe the home visitor demonstrate activities to support the child's learning while playing together
- Parents/guardians will have the opportunity to practice the new activities with the child and receive feedback from the home visitor on ways to expand the child's play
- Parents/guardians will have an opportunity to discuss any parenting concerns with the home visitor
- Parents/guardians will work with the home visitor to build on the strengths of the family in providing a healthy and nurturing environment for the child and family
- Videotaping will be used on visits to help parents/guardians develop their observation skills and to provide feedback
- Each visit will include:
    - a reflection on what has happened with the family since the last visit and an agreement on the plan for the current session
    - a parent-child interaction opportunity – usually around an activity
    - a development-centered parenting discussion – time for the parent/guardian to discuss concerns/issues and time for the home visitor to provide information on various family-centered topics
    - a reflection on the visit and time to make a plan together for the next visit
- For pregnant mothers enrolled in the program, the home visitor will visit at least twice monthly to explore together how to have a healthy pregnancy and prepare for baby's arrival

Attendance

Regular attendance at home visits is required for participation in the Birth to Three program. It is vital that the parent and child(ren) attend in order to receive the most value from the program. **We ask that you call home visitor at 402-296-5250 or another phone number provided by them as soon as you know you will be unable to keep an appointment for a home visit.** If the home visitor cancels a visit for any reason, it will be made up.

Excessive (5 or more) home visit cancellations (not related to illness) will be reviewed with families and may be considered for dismissal from the program depending on the reasons for the cancellations. Considerations will be made for any participants who wish to stay in the program and have made plans to re-schedule their missed visits. The Birth to Three program year operates from August 1st to July 31st.

Procedure for Missed Home Visits:

1. After five missed home visits, the home visitor or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the home visitor and family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.
3. Families will be considered for dismissal from the Birth to Three program if more than three absences happen after the development of the attendance contract.

Assessment (Head Start Performance Standard 1302.33(b)(c))

The Birth to Three staff assess children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Home visitors will record anecdotes and collect information from caregivers describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for more than 30 specific goals and objectives items in five areas of development: social/emotional, physical, language, cognitive, and literacy. Children's GOLD scores help home visitors design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that home visitors can build on the child's current stage of development throughout their time in the program. The GOLD is also used by home visitors to explain children's progress to parents at least three times a year.

School Readiness

The Head Start/Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/advisory committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/advisory committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Plattsmouth Early Childhood Center at 402-296-5250; Ext. 2618.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Engagement

- Parents are given opportunities to volunteer. The options include Head Start/Early Head Start Policy Council (see below for more information) and the Sixpence Advisory Committee -- both of which allow you to have a voice in your child's education.

- Families work with the Family Support Advocate (FSA) to develop individualized Family Partnership Agreements based on each family's strengths and goals.

- Parent Groups are available that offer workshops on various topics throughout the year. Meetings are initially organized by the Home Visitor or FSA. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Parent and Child Together (PACT) Socializations (Head Start Performance Standard 1302.35(e))

Participation in PACT is encouraged for all infants, toddlers, and their families. PACT sessions provide an opportunity for children and parents to enjoy activities in a setting other than their home. Children have the opportunity to play in small groups with other children their age. Families can meet and build friendships with other families enrolled in the Birth to Three Program.

Important Facts About PACT

- PACT sessions are offered 24 times per year.
- Healthy snacks are part of the fun.
- PACT sessions provide a setting with new learning opportunities and experiences. Children experience new sights, sounds, smells, and textures.
- PACT sessions provide access to large motor play equipment, crafts, school readiness skills, and new foods.
- PACT sessions provide infants and toddlers the chance to be with other infants and toddlers and learn new skills from their friends.
- PACT sessions help infants and toddlers develop a sense of trust and confidence as they share these new experiences their family members.
- PACT sessions offer opportunities for parents to socialize and learn new skills from one another.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom and one from the Early Head Start program. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month (August through May) at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with available resources for referrals or needs your family may have. All families have strengths and the FSA staff will assist all families enrolled in the Birth to Three program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families on a regular basis and can also be accessed by asking the home visitor. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-296-5250.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions, as

needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and home visitors.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Plattsmouth Early Childhood Birth to Three** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- participating in year round home visits on a weekly basis for up to 1 ½ hours
- participating in parent events such as Play'N'Learns on a regular basis
- participating in the family involvement/support program which requires contacts in your home by the FSA staff and family goal setting
- ensuring that your child completes required immunizations and physical (well child checks), dental, and vision examinations
- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Plattsmouth Early Childhood Birth to Three** Parent Handbook

Plattsmouth Early Childhood Birth to Three Staff Responsibilities:

- welcoming you, your family, and your child into the **Plattsmouth Early Childhood Birth to Three** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the year
- encouraging parent/guardian involvement

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Early Head Start/Sixpence staff members rely on this information to determine eligibility for Early Head Start, which is a federally sponsored program, and Sixpence, which is a state/private funds sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Early Head Start/Sixpence's programs may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Plattsmouth Community Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Child Abuse/Neglect Reporting

When any Cass County/Plattsmouth Early Childhood staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Inclement Weather

In the event that Plattsmouth Community School District (PCSD) is closed for the day, all Plattsmouth Early Childhood and Birth to Three programs will also be closed. The PCSD is part of a system that sends automated messages to families within the district. This system allows the district to contact parents in the event of school closings, late starts, emergencies, etc. Emergency contact numbers listed on your child's emergency card will be in the system. Text messaging is also available.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42.

Please contact your home visitor or FSA with questions about your scheduled visit during inclement weather.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood birth to three program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first
    - It is appropriate to call for an appointment or to set up a time to meet with the staff person
    - When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern
2. Address the concern to the Building/Program Administrator (Pam Dobrovolny at 402-296-5250) if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.
    - When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
    - Keep in mind that a meeting with the Superintendent will likely require some advance planning
    - There is a specific complaint form to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.
        - Refer to Board Policy 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
        - The complaint form can be accessed on the PCSD website by choosing "About PCS" and then scrolling down and selecting "Board of Education". On the left hand side of the page choose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20
4. Address the concern to the Board of Education if the matter is not resolved at Step Three.

- School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
- Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
- Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all

Custody Agreements/Court Orders

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents. It is a parents responsibility to submit any legal documents regarding custody or release of information to the home visitor or FSA. Once paperwork is received, program staff will comply with the court order.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Parent Resource Library

There is a parent resource library located at PECC. Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

Program Fees

If fees are applicable to your program option, you will be notified. No fees will be charged for the regular preschool program for families that qualify for Early Head Start or Sixpence.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the Head Start/PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers/home visitors may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes**. If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250 or your home visitor.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the Head Start/PECC Facebook page, or on the Internet should such an occasion arise.

Sex Offender Policy

As parents, you have entrusted your child to the Head Start/PECC staff to keep them safe from harm – physically and emotionally. We take your trust very seriously and do all we can to keep children safe. As a safeguard, anyone (e.g., volunteers, parents, family members, community members, etc.), whom we are aware is a registered

sex offender will not be allowed in the PECC building, on school grounds, or to participate in a PACT without prior written approval from the PSCD Superintendent of Schools. Please notify the main office if you have questions.

Student Record Data

The Plattsmouth Community Schools and the Early Childhood Programs are in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Elementary School office.

The Early Childhood Center collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Home Visitors, FSAs, and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs
3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Early Childhood Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from any building Principal or Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Early Childhood Program stating that the public does not have release of such information.

Transition

The Plattsmouth Early Childhood Birth to Three program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Health Section

Child and Family Health Monitoring

Group	Health Requirements
Birth to age 3	Vision Screening – within 45 days of enrollment Hearing Screening – within 45 days of enrollment Developmental Screenings (EX: Ages & Stages & DECA, etc.) – twice a year
At 12 months of age	Lead Screening Hemoglobin Screening First Dental Exam
Birth to age 3	Documentation of well child checks are required at 2 weeks, 2, 4, 6, 9, 12, 15, 18, 24, & 36 months. Documentation of immunizations at 2, 4, 6, 12, 15, 18, & 24 months.
Pregnant Women	A History and Physical & Pregnancy Health Appraisal and CCEHS Health & Nutrition Questionnaire for Pregnant Women filled out by physician.

Illness Policy

In order to ensure the safety and health of your family and children and our staff, we require that the family should notify the home visitor as soon as possible to re-schedule the home visit if any family members have any of the following conditions:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Strep throat or the flu (unless on antibiotic for at least 24 hours)
- Live head lice (nits do not require exclusion)
- Severe or harsh cough accompanied by other symptoms such as fever, excessive fussing, and general discomfort
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Home visitors will plan to re-schedule your home visit if they are experiencing any of the above conditions in order to keep your family safe and healthy.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800
Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. - 5:00 p.m)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

Summary of the School Immunization Rules and Regulations

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. . For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board



Plattsmouth Early Childhood Center/ Head Start

2023-2024

PARENT HANDBOOK



Plattsmouth Community Schools
2023-2024 Calendar

AUGUST 2023						
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 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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OCTOBER 2023						
S	M	T	W	T	F	S
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29	30	31				

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

August

7-9 PD New Teachers
10-15 PD All Staff/No Students
16 First Day of School 1st-9th; PM Kind.
17 First Day of School for AM Kind., 10th-12th
16-21 Early Childhood Home Visits
22 First Day for Early Childhood

September

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

October

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

November

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

December

21 End of 2nd qtr.=45 student days, End of 1st semester Student days=84, Teacher days=91(Oct. 13 is a comp. day)
21-29 No School- Staff & Students

January

1-2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
15 No School for Staff & Students

February

7 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
19 No Students-PD for All Teachers
21 & 22 P-T Conferences: EC 4:30 PM-7:30 PM
23 P-T Conferences: EC All Day, No classes at EC

March

6 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 P/T Conferences: ES 4:30 PM-7:30 PM
7 End of 3rd Qtr.=44 student days
8 No Students – PD for All Teachers
11-15 No School-Spring Break (3/17 is a Teacher Comp. Day)
29 No School – Staff and Students

April

1 No School - Staff & Students

May

8 & 9 PT Conferences: EC 4:30 PM-7:30 PM
10 P-T Conferences: EC 8 AM-4 PM, No classes at EC
13 EC Comp. Day, No classes at EC
19 High School Graduation
23 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=90.5 student days
24 No Students-PD for All Teachers, Teacher days=95 (Mar. 15 is a comp. day)
23-24 Inclement weather make-up days, PD

JANUARY 2024						
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
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28	29	30	31			

FEBRUARY 2024						
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MARCH 2024						
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31						

APRIL 2024						
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28	29	30				

MAY 2024						
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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

Plattsmouth Community School District Mission Statement

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

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* of accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Head Start and to provide your child with a complete early childhood experience. The PECC/Head Start education program offers many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our program provides an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

The Head Start program is unique from any other preschool or childcare setting. Head Start is a comprehensive child development program that serves children ages 3-5 and their families. It is child-focused and family centered. Head Start also provides a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities. Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Head Start Services. The Plattsmouth Community School District is our grantee agency.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Early Childhood Center and Head Start are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies file on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children are eligible for the Head Start Program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. Children in the Plattsmouth Early Childhood tuition classrooms (paying program) must be residents of the Plattsmouth School District or must be planning to option their child into the Plattsmouth School District upon kindergarten enrollment. It is the responsibility of the family to report any change of residence to the PECC office immediately.

Preschool Program Description and Contact Information

Plattsmouth Early Childhood Center (PECC)
902 Main Street, Plattsmouth, NE 68048
402-296-5250

Juli Beck, Early Childhood Director
Extension #2619

The Preschool Program will provide the children with developmentally and culturally appropriate curriculum practices and assessments in a play-oriented learning environment, which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials. Family literacy is a part of the program which involves parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; and parent literacy and age-appropriate educational activities to prepare the child for success in transitioning into school and life experiences.

Early Childhood Staff

All the Early Childhood teachers hold Nebraska teaching licenses (four year degree program) for Early Childhood Education and/or Early Childhood Special Education. Additional para-educators will be present in each classroom to ensure a ratio of at least one adult for every ten children with a maximum group size of 20. Other support staff may include a Family Support Advocate. Health and Nutrition services are monitored by a school nurse. Other

staff members include: Speech Language Pathologist, Physical Therapist, Occupational Therapist, Vision Specialist, ELL support personnel, school Psychologist, and a Dietician for those children/families qualifying for services.

Curriculum, Daily Routine, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Creative Curriculum® is a comprehensive curriculum for 3-to-5-year-old children which addresses the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Elements of the Daily Routine

Classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices and follow their interests, as well as be introduced to both academic and social skills through direct instruction. While each classroom decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day:

- **Small group time:** Small group time allows each teacher to meet with a small group of children working on a planned lesson. The teacher introduces the experience to extend learning, build on previously shared skills, solve problems and/or assess individuals. Although the adult chooses and introduces the materials, he or she may encourage the children to experiment with the materials in a variety of ways.
- **Large group time:** Large group time builds a sense of community. The children and adults come together for movement and music activities, storytelling, and other shared experiences. Children may have opportunities to make choices and play the role of leader or be engaged with direct instruction that is aligned with preschool targets. At large-group time, all the adults and children in the group get together to introduce academic or social skills through direct instruction. By going over the calendar or daily message, listening, telling, and re-enacting stories, singing songs, doing finger plays, dancing, playing musical instruments, exercising, playing games or re-enacting special events, each child participates in the large group, sharing ideas and learning from the ideas of others.
- **Transition times:** Transition times are orderly and predictable movement from one activity to another throughout the course of their school day. These routines provide opportunities for the child to develop self-regulation and social skills or reinforce pre-academic skills.
- **Plan time:** Children indicate what they plan (choose, want) to do during center/play/work time in a small group. Planning typically focuses on what children plan to do *first* during work time. Adults try to understand each child's plan and often try to help children extend their plans by encouraging discussion of the area in which they intend to work, the materials they plan to use, and the friends they will involve.
- **Center/play/work time:** Center/play/work time allows children to interact with materials in a variety of interest areas. Children implement their initial plans and it is common for young children to engage in many different activities over the course of one work time. Center/play/work time is the longest single time segment in the daily routine, typically lasting around 60 minutes. Adults neither lead work time activities nor sit back and watch them. Instead, they observe children to see how they perceive information, interact with peers, and solve problems – and they look for opportunities to enter into the children's activities to encourage children's thinking, extend their play, and help them wrestle with problem-solving situations. The children participate in a clean-up routine at the end of the work time.
- **Review time:** All children should be involved in the recall process, which can occur in a small group or large group setting. Recall can also take place individually with children during work time and clean up. A variety of recall methods should be incorporated including speaking, writing, or drawing to enhance the experience. For example, children might be encouraged to talk about the children they played with, what they built or pretended to be, or the problems they encountered.

- **Meal time:** Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. The main goals are to create a shared and secure sense of community within the program and enhance language development. Meal times also offer the opportunity to work on a variety of developmental skills such as taking turns, maintaining a conversation, interacting with others appropriately and using utensils.
- **Large motor time:** Children and adults are involved in vigorous and often noisy play outside including opportunities to run, climb, roll, jump, yell, and sing with energy. Teachers should provide a balance of teaching new skills and encouraging child choice from a variety of interest areas such as dramatic play, blocks, science, writing, and art activities. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large motor activities. Children develop coordination, balance, spatial awareness and strength through gross motor activities. Outside time also provides time for coordinating both hands to manipulate large objects, continuing to develop body flexibility and coordination, and learning to use indoor and outdoor gross motor equipment safely and appropriately.
- **Quiet time:** Quiet time provides an opportunity for children to take a break from the activities of the day. Quiet time usually occurs after lunch and lasts for a minimum of 30 minutes.

Assessment (Head Start Performance Standard 1302.33(a))

The Plattsmouth Early Childhood staff assesses children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers and paraeducators record daily anecdotes describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that teachers can build on the student's current stage of development throughout their time in preschool. The GOLD is also used to explain children's progress to parents during conferences.

Program quality is assessed to ensure that young children participate in a high quality preschool program that contributes to positive cognitive, social, and health outcomes. The Plattsmouth Early Childhood Program staff utilize the Classroom Assessment Scoring System (CLASS) to provide information regarding classroom and program practices and quality. The CLASS is an observation tool administered by trained and reliable observers. The measure is completed at least yearly in all classrooms and program results are posted on the PECC website and shared with the Policy Council/advisory committee and Board of Education.

School Readiness

The Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/Parent committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/Parent committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Classroom Experiences

The following are standards that occur in each preschool classroom:

- There will be established interest areas:
    - The classrooms will have clearly defined, well-equipped interest areas. Areas will be set aside for books, computer, table toys, dramatic play, block building, sensory or science, literacy building,

pre-writing, and large motor development. Shelves are labeled with a picture of the item so that students can find items and put them away independently.

- There is a daily "picture" schedule that is interactive in each classroom.
- There is a scheduled time in each day for outdoor play (when weather is appropriate) and large motor development.
- Head Start component areas of Health, Nutrition, Mental Health, Dental Health and Safety are integrated in the daily activities.
- Children participate in learning experiences that are held in both large and small groups.
- Children have an individualized curriculum.
- Transitions are planned. Transition times can be used to teach new concepts, to practice skills, and to enhance creativity.
- Children will spend about one-third of their day in "free choice" or "center/play/work time." This can be provided indoors or outdoors if the weather is permitting. During this time children are given opportunities to choose activities that interest them. Children make choices and select activities on their own.
- Children are given opportunities on a daily basis for self-help skills (e.g., washing hands, feeding themselves, dressing themselves, etc.).

Positive Behavior Interventions and Support (PBiS)

One of the most important facets in the organization and operation of a preschool classroom is classroom management. Early childhood supports social and emotional growth by encouraging development which enhances each child's strengths by: (a) building trust; (b) fostering independence; (c) encouraging self-control by setting clear, consistent limits, and having realistic expectations; (d) encouraging respect for the feelings and rights of others; and (e) supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being. At the Plattsmouth Early Childhood Center (PECC), the program expectations are:

Be Safe, Be Responsible, Be Respectful



Plattsmouth Early Childhood Program Expectations/Rules Matrix

	Large Group	Center Time	Hallway	Small Group	Outdoor Playground	Outdoor Classroom	Indoor Playground	Meals	Naptime
Be Safe	Calm Body	Calm Body	Walking Feet	Stay in Your Spot	Hands & Feet to Self	Hands & Feet to Self	Hands & Feet to Self	Stay in your spot	Stay on Your Cot
		Walking Feet	Calm Body	Keep Your Body Calm & Safe	Keep Your Body Safe	Keep Your Body Safe	Keep Your Body Safe	Hands, Feet & Objects to Self	
		Hands & Feet to Self							
Be Responsible	Ears are Listening	Clean Up Our Classroom	Ears are Listening	Ears are Listening	Take Care of Our Playground	Take Care of Our Outdoor Classroom	Clean Up Our Indoor Playground	Clean Up Your Space	Clean Up Your Naptime Things
Be Respectful	Eyes Watching the Teacher	Use Kind Words	Eyes Watching the Teacher	Eyes Watching the Teacher	Use Kind Words	Use Kind Words	Use Kind Words	Follow Directions	Voices Off
	Follow Directions		Whisper Voices	Follow Directions			Inside Voices	Quiet Voices	

Suspension/Expulsion

Head Start Program Performance Standards

§ 1302.17 Suspension and expulsion
(a) *Limitations on suspension.*

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

(i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;

(ii) Developing a written plan to document the action and supports needed;

(iii) Providing services that include home visits; and,

(iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) *Prohibition on expulsion.*

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Plattsmouth Early Childhood Center at 402-296-5250; Ext. 2618.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

"A school will never be truly excellent unless it involves the parents"

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Events/Involvement & Parent Committees

Parents are the most valuable members of the program! Monthly parent events/parent committees offer a great opportunity to be involved with your child's program. Attending parent events is an expectation of the Plattsmouth preschool program. Meetings are initially organized by the Family Support Advocate (FSA) with input from the parents and will be scheduled monthly. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Family Activities

Parents/guardians and staff will plan family activity opportunities throughout the year. These activities will be fun and educational. If you are able to come and join in even once in a while, we welcome you. Always check your child's backpack for updates, newsletters and calendars for upcoming events. Plan to join us as your schedules allow.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month (August through May) at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with opportunities for ongoing communication to and from the school. This staff can provide current available resources for referrals or needs your family may have. All families have strengths and the FSA staff will assist all families enrolled in the Head Start Program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families daily at the center and on as-

needed basis. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-296-5250.

Parent/Teacher Home Visits & Conferences

There are scheduled visits between parents/guardians and PECC staff each year. Two of these will be conducted in the home and two will be at the preschool center. These conferences provide an opportunity for parents and the teacher to exchange helpful information about children and their development. Parents will be notified when conferences are to be scheduled. You may contact the teacher to schedule additional conferences at any time. Your participation in conferences is strongly encouraged as these visits allow each parent or guardian to have input into their child's education!

Parents/Guardians Visiting or Volunteering in the Classroom

Your help is always welcome in the classroom. If you can spend the day in the classroom or only an hour or two, please join us! Volunteering in the classroom is not only helpful to the staff, but is greatly beneficial for your child and you. We keep a record for each family and appreciate at least eight hours of volunteering a month. For every hour you spend helping our program, Head Start receives in-kind dollars. When you plan to visit or volunteer, please contact the classroom teacher a day in advance if possible, as schedules and out-of-class opportunities may alter the day's schedule. It is helpful also to determine the breakfast and lunch count for the day. Parents/guardians are encouraged to volunteer throughout the preschool day.

Before volunteering to assist in the classroom, parents/guardians need to complete a request for background check, if you want to be able to work with other students (BOE Policy #1015). An example of this would be a person (to include parents/guardians) that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a parent/guardian is only interacting with their own child or visiting the classroom for a short period.

All volunteers and visitors must sign in at the Early Childhood Center Office and receive a volunteer/visitor badge prior to visiting/volunteering in classrooms, the building, playground, and/or field trips.

Other Visitors or Volunteers

Other family members are always welcome to visit or volunteer in your child's classroom as long as it does not cause a disruption for your child or the other children. All visitors/volunteers must have permission from the child's parents/guardians in order to visit/volunteer in the classroom. Parents/guardians are able to indicate on the emergency card that a family member or family friend is able to visit/volunteer in their child's classroom. If a family member or friend is not approved to visit/volunteer on the emergency card, parents/guardians may complete a change of status form to add them or may call the center prior to them visiting/volunteering to add them to the emergency card.

If a family member/friend arrives at the center to visit or volunteer in your child's classroom and they are not on the emergency card and you have not called to give permission, the office staff will attempt to call you to gain permission. If a parent/guardian cannot be reached, the family member/friend will not be allowed to visit/volunteer on that day.

Before volunteering to assist in the classroom, family members/friends need to complete a request for background check, if they want to be able to work with other students (BOE Policy #1015). An example of this would be a person that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a family member/friend is only interacting with the one child or visiting the classroom for a short period.

All volunteers and visitors must sign in at the Early Childhood Center Office and receive a volunteer/visitor badge prior to visiting/volunteering in classrooms, the building, playground, and/or field trips.

Extended Care

Before and after school care is an extended service offered by PECC or another community entity and is not part of a child's educational program. In order to generate funds to operate the program, participating families must pay to have their child(ren) participate. There is a standard hourly rate for the extended care service and no reduced rate is available. Please check with the main office for more information and specific guidelines about rates, schedules, and payment.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule of general meeting times will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions as needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and other teaching staff.

Classroom Placement Procedures

Classroom placement decisions for the Plattsmouth Early Childhood Center (PECC) are based on a number of factors. Information such as child strengths, language development, social/emotional development, behavioral needs, special education service accessibility, gender, age, and class size are all considered when creating classroom assignments. We strive for a balance of all these factors in each classroom.

Due to the many factors that must be considered when forming child assignments for a classroom, we ask that parents not make specific teacher requests. The demands associated with balancing classroom assignments make it impossible to honor all parental requests. If a parent has a special circumstance which necessitates providing information about their child and his or her learning, they may do so. Only written input provided directly by the parent and addressed to the Early Childhood/Head Start Director will be given consideration. The written input must be received prior to July 15th prior to the start of the school year to be considered. Please note that the written input will be discarded if requests such as the following are made:

- Requesting or un-requesting a teacher by name
- Requesting that specific children be placed in the same class (parents of multiples [twins, triplets, etc.] may submit requests to have their children in the same classroom or split into different classrooms)
- Requesting an experienced teacher or a first year teacher (all teachers associated with our program are highly qualified)

Parents and children will be notified about classroom assignments during registration in late July or early August. The final decision on all child classroom assignments rests with the Early Childhood/Head Start Director.

Thank you for your understanding regarding this process. If you have any questions or concerns about this process, please feel free to contact the Early Childhood/Head Start Director at the Plattsmouth Early Childhood Center.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Plattsmouth Early Childhood** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- bringing your child to preschool each day on time and picking up your child on time each day
- participating in parent events, parent/teacher conferences, and visits in your home by the classroom teacher and staff
- participating in the family involvement/support program which requires, at least, two contacts in your home by the **Plattsmouth Early Childhood** staff and family goal setting
- ensuring that your child completes required immunizations and physical, dental, and vision examinations

- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Plattsmouth Early Childhood** Parent Handbook

Plattsmouth Early Childhood Staff Responsibilities:

- welcoming you and your child into the **Plattsmouth Early Childhood** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- following policies/procedures when a child is not picked up from preschool in a timely manner
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the preschool year
- encouraging parent/guardian involvement in the preschool

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Head Start staff members rely on this information to determine eligibility for Head Start, which is a federally sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Head Start's program may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Appropriate Dress

Please send your child to school in comfortable, washable clothes and shoes that are appropriate for the changing weather. Due to safety concerns, all children must wear shoes with a back strap such as a strapped sandal or tennis shoe (no flip-flops). Children will go outside daily unless the "feels like" temperature is below 10 degrees, so please remember to send warm clothes on chilly days including hats, coats, and mittens/gloves. All children need to have an extra change of clothes in case an accident happens. If parents have not furnished this for the school, they may be called to bring clothes if an accident occurs.

Arrival Time/Parking

All classrooms will be open for children beginning at 8:00 AM and children will be considered tardy beginning at 8:15 AM. Please do not arrive with children before 8:00 AM as the staff needs time to prepare for the upcoming day. Consideration of this planning and communication time is appreciated.

Parents must bring children to the classroom. It is expected that a responsible adult will accompany a child to their classroom upon daily arrival at preschool. Children are NOT to be dropped off at any building door and allowed to enter the building alone.

Parent parking on or in the area of the bus ramp is not allowed. Violators will be ticketed and/or towed at the owner's expense. All children are to enter and dismiss through the front door. If handicap parking is required, please use the reserved spots in the front of the building. Safety of the children is our primary concern. If your child receives bus service, a staff member will escort your child into the classroom.

Attendance

Regular and punctual attendance is required for participation in the Plattsmouth Preschool Program. It is vital that the child attends in order to receive the most value from the program. **We ask that you or a family member call into the center to inform the staff as to any concerns that are preventing your child from attending school at 402-296-5250.**

Procedure for Absences:

1. After ten absences, the teacher or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the teacher and family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.

A child will be considered tardy if they arrive after class begins at 8:15 AM. Any parent arriving with their child after the start of class will need to check in at the school office. It is also important that children be picked up on time at the end of the school day. If a child is consistently picked up more than 10 minutes after the class dismissal time of 2:45 PM, your child may be dropped from the program.

Leaving School:
Children who must leave preschool for any reason during the session must have their parents check them out at the office before leaving. Please notify the child's teacher in advance of the need to leave early. If your child will be returning to school that same day, they must be signed back into the office before 11:30 am. After 11:30 am, please plan to keep your child home. Extended care services are unavailable for children who have left school for the day.

Arriving at School Late:
If there is a need, parents may drop their child off at preschool anytime up to 11:30 am. After 11:30 am, if your child has not yet been to preschool, please plan to keep your child home. Extended care services are unavailable to children who have not attended preschool for the day.

Follow Up for Daily Absences:
When your child is absent, please plan to notify the main office. If we do not receive a call from you or are unable to connect per phone contact, we will call the contacts you have provided on your emergency contact sheet in order to determine the well-being of the child. Following three (3) consecutive days of absence with no notice, our staff will initiate appropriate family support procedures to ensure the well-being of the children. This may include a home visit. The Preschool Program will strive to keep a close working relationship with families and support them during family crisis situations. Our intent is to maintain your child's enrollment in the preschool program however, if all potential options have been exhausted, it may be necessary to terminate your child's enrollment. You will always be notified of this possibility prior to release from the program. We request that you come into the Central Office to sign the appropriate Release of Records form in order to take copies of your child's file from the center.

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Plattsmouth Community Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport,

or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Bus Transportation

Transportation is offered by the district through First Student for those students receiving special education services. If you have any questions about receiving transportation, please contact Diana Furcini at 402-296-5250; Ext. 2618 or at dfurcini@pcsd.org.

Celebrations

Rationale for Celebrations Policy:
Plattsmouth Early Childhood Center (PECC) staff members' honor and support classroom celebrations. We also respect the diversity of families and value inclusion. Because of this, it is our intention to plan activities for children and families in a way that allows all children and/or families to participate, without any conflict with family beliefs, traditions, financial status or values. All Head Start/PECC activities related to celebrations and holidays, whether they are at the classroom or school level, must be consistent with the policy outlined below.

Celebrations Policy: (approved by Policy Council on 3/24/15)
Classroom Celebrations:

- We have many celebrations in preschool that are generally focused around changing seasons. We also celebrate our friends and families on an individual basis (e.g., Star of the Week, Family Events, etc.). We encourage teachers, parents, and children to celebrate learning every day. In order to be respectful of everyone's beliefs and financial status, we save religious and commercial holidays, as well as birthday celebrations, for families to celebrate on their own.
- The program will build positive self-esteem in children through a wide variety of learning experiences, which can include their families' interests and hobbies.
- Classroom practices will include experiences and materials representing the everyday lives of all children in the classroom. These practices will be child-centered, age-appropriate, meaningful, and reflect the concepts of "similarities and differences" in a manner that respects all family cultures and values.
- **Observations and celebrations of commercialized or religious holidays, holiday symbols, birthdays, Mother's Day, or Father's Day will not occur.** Parents are not allowed to bring treats, cards, and other items that center around holidays (e.g., Valentine cards, Halloween treats, Christmas cookies, etc.). Also, classroom themes, decorations, projects, and programs will not be centered on holidays. Teachers and other adults in the classroom, however, will positively acknowledge spontaneous comments from children or parents about holiday observances and family or community celebrations without comparing material possessions of different students. For example, if a child states, "It is my birthday today!", the teacher will respond in a way that affirms the child's self-esteem, such as, "Well, I hope you have a fun day then!"

Family Involvement:

- The celebrations policy will be discussed with parent/guardians during registration/orientation/initial home visit. Information regarding this policy will also be provided throughout the year as needed.
- Families, extended families and the community are welcome to share interests and hobbies. All sharing sessions will be organized and coordinated in partnership with the staff to ensure congruence with this policy. Any materials needed for a sharing activity will be provided by Head Start.
- We delight in the accomplishment of children completing preschool and transitioning to kindergarten. Staff may plan end of the year preschool activities to acknowledge the children moving to kindergarten, however, no formal graduation ceremony will be planned. Parents are encouraged to be involved in any end of the preschool activities that may be planned (e.g., picnics, classroom celebrations, singing programs, etc.).

No food or treats may be brought in from the outside.

Children/families are asked not to hand out birthday celebration or other party invitations at school.

Change of Information/Status

Change of information such as phone numbers, addresses, additions/deletions to pick up list, emergency numbers, and transportation information should be given to the Family Support Advocate (FSA) or to the main office staff in writing. Parents must complete and sign a change of status form in order to record the change.

Child Abuse/Neglect Reporting

When any Plattsmouth Early Childhood staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Early Release/Inclement Weather

In the event that Plattsmouth Community School District (PCSD) is closed for the day, all Plattsmouth Early Childhood Programs (PECC) will also be closed. When the PCSD has a late start because of weather and/or other emergencies, the PECC will also have a late start and classes will begin per the time announced on the radio and television stations. On calendar days when the PCSD has an early release day, the PECC will also release early. This program will follow the PCSD calendar holiday schedule.

It is difficult to measure the severity of the weather in all sections of our school district, so the final decision rests with the parents on whether to send their child(ren) to preschool during adverse weather conditions or to keep their child at home. Please contact the PECC if you decide not to send your child(ren) to preschool when preschool is in session. In the event of severe weather at the time you are picking up your child(ren), please note that PECC staff ***will not release*** any children during severe weather warnings.

The PCSD is part of a system that sends automated messages to families within the district. This system allows the district to contact parents in the event of school closings, late starts, emergencies, etc. Emergency contact numbers listed on your child's emergency card will be in the system. Text messaging is also available.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42. In case of civil, national, or natural disruptions, every effort will be made to give announcements to the welfare of the students during the school day. Under such conditions parents may come to school to get their child(ren) if they so desire and if it is safe to do so.

Provision will be made by your school authorities to take care of the school children when storms occur during the school day that are of such intensity that it makes bus transportation hazardous. Your cooperation in helping keep telephone lines free during such emergencies will be appreciated.

The preschool office is unable to honor requests to personally call each parent when preschool is let out early. It is the parent's responsibility to make arrangements to ensure the safety of your child should school be dismissed early. If you are unavailable, then it is the parent's responsibility to make arrangements with another adult to ensure the safety of your child should school be dismissed early.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first

- It is appropriate to call for an appointment or to set up a time to meet with the staff person
- When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern

2. Address the concern to the Building/Program Administrator if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.
    - When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
    - Keep in mind that a meeting with the Superintendent will likely require some advance planning
    - There is a specific complaint form to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.
        - Refer to Board Policy 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
        - The complaint form can be accessed on the PCSD website by choosing "About PCS" then scrolling down and selecting Board of Education. On the left hand side of the page choose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20
4. Address the concern to the Board of Education if the matter is not resolved at Step Three.
    - School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
    - Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
    - Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all

Custody Agreements/Court Orders

All preschool parents/guardians will be requested to complete required paperwork that specifically identifies who is allowed to pick up your child from preschool and visit your child at preschool. Amendments to this list can be made in written form by the primary adult during the school year. **The primary adult is not able to unilaterally exclude the other parent from picking up the child unless there is a court order in place to exclude that parent from having contact with the child.** A copy of the court order must be provided to Plattsmouth Preschool. Please visit with your Family Support Advocate (FSA) if you have specific questions or concerns.

Note: Law enforcement can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents.

Dismissal

Dismissal time is 2:30 PM, unless otherwise notified by your child's teacher. Parents may begin to pick up at 2:30 pm and it is expected that all children will be picked up by 2:45 pm. When picking children up at the end of the day, please enter the building and go to the child's classroom. Teachers will not allow children to leave until an authorized individual has come to the room to pick the child up. Children that receive Special Education bus service will be escorted to their appropriate buses by staff. No child will be allowed to leave the facility unattended.

Staff members are only allowed to release children to those individuals specified on the emergency contact form and others added by the parent through a change of status form. If a staff member does not recognize the person picking up the child, he or she will request a photo ID in order to confirm their identity and make sure they are listed on the child's pick up list. If a situation arises when a parent needs to have someone pick up their child who is not on the approved list, please contact the main office to give permission over the phone for that day. Please come to the office the next day to complete the change of status form if you wish to add the person to the child's pick up list for future pick ups. If someone arrives at the center to pick up the child who is not on the approved list, staff will need to call the parent or someone on the emergency contact list to get verbal permission to release the child. If verbal permission cannot be obtained, staff will keep the child at the center and ask that someone from the approved list pick up the child. Law enforcement may be called if the child is left at the center for some time past dismissal time.

Whenever a child is not picked up by the center's closing hour (2:45 pm for the school day and 5:30 pm if enrolled in extended care or by 11:30 am for half day preschool services) and if parents and emergency contacts cannot be reached by phone, staff may call Child Protective Services or law enforcement. **Late pick ups**, including after 5:30 pm for extended care, after 2:45 pm for full day preschool services, or after 11:30 am for half day preschool services, **will result in a $5.00 late fee** and the fee increases by $5.00 for each 15 minutes the child remains in extended care or at school past the pick up time. For instance: Sign out between 2:45-3:00 pm is an additional $5.00 charge, sign out between 3:00-3:15 pm is an additional $10.00 charge. Payment must be received within a week of the occurrence for the child to continue in the preschool program. Continual late pick up or late pick up without notification may result in termination of the child from the preschool program and/or from the extended care program.

Dismissal time for the Early Childhood **classrooms** is 2:30 PM. Dismissal time for the **extended day programs** are based on family need although all children **MUST be picked up by 5:30 pm.** Parents or a responsible adult are responsible to bring their child to the child's classroom at arrival and dismissal time.

If you need to pick up your child before dismissal time, please send a note or call ahead to the Early Childhood office at **402-296-5250** so a message can be relayed to your child's teacher and please check in at the main office when you arrive to pick up your child.

If your child is riding a First Student contracted bus, please call them at 402-296-0669 in the event your child will not be riding.

Intoxicated/Under the Influence of Drugs Pick Up Procedure:
A situation may arise when a parent/guardian or other caregiver picking up a child appears intoxicated or under the influence of drugs. If a staff member questions the safety of the child's transportation home due to apparent suspected intoxication of the pick-up person, the following steps will be followed. The staff member will:

1. Talk to the pick-up person and ask how s/he got to the center. The main concern is whether the person drove and if s/he intends to drive the child home.
2. If the pick-up person has driven and intends to drive home, the staff member will tell the pick-up person that they are concerned about the safety of the caregiver and the child.
3. Make an offer to call one of the other designated pick-up persons on the child's list. If this does not work, the staff member will suggest calling a taxi or a friend or family member. If the pick up person is not the parent, the staff member will attempt to call the parent to let him/her know of the concern for the child's safety and to check if the parent is available to come and pick up the child.
4. If the pick-up person refuses or becomes confrontational, the staff member will calmly let them know that they will be calling law enforcement to report the incident. Ask if the pick-up person would stay to talk to the officer about the situation.

Early Childhood/Preschool Supplies

Early childhood/preschool parents will **not** need to provide classroom preschool supplies. A backpack is helpful for a child to carry classroom notes and classroom activities home, as well as notes from home back to the preschool.

Children are not permitted to bring any toys, food items, gum, money, books, etc. on the buses or into the center. Food items, including gum, may cause choking while in transport and might cause the child not to eat meals

prepared at the center. **Children will be required to finish any food or drink item brought from outside the center prior to entering the classroom.** Toys, books, etc. might cause friction among the children and/or get lost or claimed by someone else other than the owner. If an IEP or 504 team recommends that a child needs a special toy or other item as part of their services, the recommendation will be adhered to.

Extra Set of Preschooler's Clothing

It is advisable that your preschool child brings an extra set of clothing to place in his/her cubby in case the child needs a change of clothing during the preschool day. Your preschooler's jackets, overshoes, mittens, etc., should be marked for easy identification. This helps eliminate loss and confusion. A parent can check in with staff if their child has lost an item.

Handicapped Parking

Handicapped parking is available to those with a valid handicapped permit. Those with a permit may use the handicapped parking spots located in the front of the Plattsmouth Early Childhood Center during pick up and drop off times. There are two designated handicap spots.

Money/Tuition Payments

Tuition payments are due on the 5th of the month and may be paid in cash at the early childhood center or by credit card at the administration building (1912 East Highway #34) or via phone (402-296-3361). Money sent to preschool should be brought in by the parent/guardian and given directly to the secretary. The money should be placed in a sealed labeled envelope noting the amount of money, the name of the party, and purpose for the money. The office staff will be able to issue a receipt for the cash for your records.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Non-Discrimination in Food Service Program

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination 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, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Parent Resource Library

There is a parent resource library located at PECC. Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

PARKING NOTICE
No vehicles are to be parked in the Bus Loading/Handicap Zones.
This area is used to load and unload buses and vans. Our main concern is the safety and welfare of all children. Also, please do not park in the staff parking lot located on the East side of the building.

Pets

Students and/or parents should not bring animals into the school or classroom unless prior approval has been given by the classroom teacher. If approval has been given, the animal should be on a leash, in a cage, or in some kind of container. Allergies of staff and students should be considered before any visit by an animal.

Program Fees

If fees are applicable to your program option, you will be notified. No fees will be charged for the regular preschool program for families that qualify for Head Start.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes**. If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the PECC Facebook page, or on the Internet should such an occasion arise.

Respect and Courtesy

Any employee and/or other staff at Plattsmouth Community Schools has authority and jurisdiction anytime during school or at any school function and deserves respect.

Sex Offender Policy

As parents, you have entrusted your child to the PECC staff to keep them safe from harm – physically and emotionally. We take your trust very seriously and do all we can to keep children safe. As a safeguard, anyone (e.g., volunteers, parents, family members, community members, etc.), whom we are aware is a registered sex offender will not be allowed in the PECC building or on school grounds without prior written approval from the PSCD Superintendent of Schools. Please notify the main office if you have questions.

Siblings

During a parent or guardian's volunteer time at the Early Childhood Center, siblings or younger children who are not enrolled are not allowed on field trips or in classrooms during regular school hours.

Smoke Free Environment

All of the Plattsmouth Community School's buildings, vehicles, and grounds are tobacco free. Tobacco refers to any tobacco product (e.g., cigarettes, cigars, chewing tobacco, etc.), vapor products (e.g., e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect (BOE Policy #1120).

Student Record Data

The Plattsmouth Community Schools and the Early Childhood Programs are in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Elementary School office.

The Early Childhood Center collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Supervising Teachers and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs
3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Early Childhood Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from any building Principal or Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Early Childhood Program stating that the public does not have release of such information.

Telephone Calls

Parents are welcome to call the school office at any time. During class time, the office staff or a family support advocate (FSA) will be able to take a message to relay to the classroom or you can leave a voice mail for the classroom staff. If it is an emergency and you cannot get the early childhood staff, call the Plattsmouth School District Administrative Office.

Transition

The Plattsmouth Early Childhood program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Video Surveillance

The Plattsmouth Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, children, and visitors to District property, and to safeguard District facilities and equipment (BOE Policy #6120). Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a child or other building user violating school policies, rules, or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings and may be provided to law enforcement agencies.

Weapons Policy

If a weapon is brought to preschool, it will be confiscated and may not be returned to the child or parent. If appropriate, the police/sheriff department and child protective services will be notified. Weapons are defined as any object that may be used to intimidate or inflict bodily harm whether it is a real weapon or a replica of such. These shall include, but are not limited to the following items: knives, guns, lead pipes, chains, razors, ice pick, slingshot, scissors, swords, pocket knives, explosives (including fireworks), brass knuckles, etc.

Health Section

Health Examinations

The Plattsmouth Early Childhood Center Program requires annual dental and physical exams and up-to-date immunizations before school begins (BOE Policy #5001). Each child is required to have a lead and hemoglobin blood level result on file, completed on or after the age of two. Each child is also required to have a health history and nutrition assessment on file (to be completed with staff at the beginning of the school year).

Follow up is required, if deemed necessary by the physician or dentist. For example, if cavities were detected, parents will need to submit paperwork from the dentist saying that the cavities were taken care of.

Health services at the early childhood center include the monitoring of height/weight (at least three times a year), vision screen (if not completed during physical), and hearing screen (if not completed during physical).

All 50 states and the District of Columbia have immunization requirements for children entering school. In Nebraska, children can't attend classes in public or private school until the school has written proof of their immunization status. Each school in Nebraska is required to keep the immunization history of the students enrolled on file. Parents or guardians must present one of the following documents to the school to verify immunization status:

- An immunization record showing that the child is protected by age-appropriate immunizations.
- A statement signed by a physician that the required immunization would be injurious to the student or members of the student's family or household.
- An affidavit signed by a legally authorized representative stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the student is a member.

A student can be provisionally enrolled in school if he or she has started the immunizations series and continues the necessary immunizations as rapidly as is medically possible. If the student doesn't continue with the immunization schedule, he or she will be sent home.

Emergency Cards

An emergency card must be kept on file for every child enrolled in the Early Childhood Program. Please update this card on a regular basis, including the list of family/friends who are approved to pick up your child or

visit/volunteer in the classroom. Check with the office to complete a change of status card to update your information.

Emergency Disaster Plan

PECC staff have emergency safety and security plans in place for situations such as fires, tornadoes, intruders, evacuation, etc. (BOE policies #6114 and 6115). Exits are clearly visible and emergency exit routes are marked and posted in each room. Fire, tornado, and evacuation drills are conducted in accordance with BOE policy.

Parents are notified of the off-campus evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

In the event of a tornado warning, children will be safely evacuated to the designated area within the school building. In order to keep all children and staff safe, children will not be released from school until the tornado warning has expired. Parents will not be able to access the building during the tornado warning and no one will be available to answer the telephone since all staff members will be a safe location with the children.

Illness While At School

The following symptoms, if displayed by children during school, will require temporary exclusion from participation in the program at the discretion of the nurse:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Live head lice (nits do not require exclusion)
- Severe abdominal pain
- Severe or harsh cough; with thick green discharge from the nose
- Rapid breathing or severe coughing
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Health Expectations for Parents

- For families in the program, it is the parent's responsibility to pick up the child within one hour of being notified that the child is ill. Per health regulations, the child may not return to school until the child has been symptom-free, without the aid of medication, for 24 hours. If diagnosed with a contagious illness (e.g., strep throat, pink eye, etc.), the child can return to school after being on antibiotics for 24 hours.

- If a child becomes ill during school hours, appropriate staff will be called. If the decision is made to send the child home, the parent will be notified to pick up the child.

- If the child is brought to the school and staff observes symptoms of illness, appropriate staff may determine that the child cannot be accepted into the classroom.

<u>CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:</u>

- Sutures or cast—a note from the child's physician is needed before returning to school regarding any restrictions of activities.
- A note from the child's physician should also accompany the child following surgery with any restriction of activities.
- If a child is out with chicken pox, a note is not needed from the doctor as long as all pox are dry (7-10 days.)

Medication

Appropriate paperwork needs to be on file for medications to be administered during school hours. See the Health and Nutrition Manager for these forms.

- Medication must be brought in the original prescription container with date, child's name, name of medicine, amount of medicine/time to be given.
- Medication must be brought in by the parents and given to the Health and Nutrition Manager or teacher. DO NOT SEND IN CHILD'S BACKPACK.
- If your child rides the bus, medication must be given to the bus aide or driver for safe keeping while the child is transported. The bus aide will give the medication to the appropriate person upon arrival.
- Over-the-counter medications are not given at the Plattsmouth Early Childhood Center (i.e. Tylenol, Benadryl, Motrin, cough drops)

Nutritional Services

Every child in our program receives breakfast and lunch. These meals are served family style with children and staff eating together in a relaxed atmosphere. Breakfast includes milk, juice or fruit, and grain. Lunch includes milk, meat or meat alternative, fruit, vegetable, and grain. A variety of foods are provided which broaden the child's food experience. **Food is not used as a punishment or reward and children are encouraged to eat, but never forced to eat.** Menus are created based on federal guidelines for this age group. Children are not to bring in any food from home without special permission from the center director.

Safety

PECC is committed to providing physical environments conducive to learning. Space and materials will be appropriate for the developmental needs of all children enrolled in the program. Classrooms will provide at least 35 square feet of usable space per child and the outdoor playground will provide at least 75 square feet of usable space per child. The center environment will be free from toxins such as cigarette smoke, pesticides, and other air/soil/water contaminants. Potentially hazardous items such as cleaning supplies, medications, etc. are stored in locked areas. Electrical outlets are covered with safety plugs and extension cords are not used in areas utilized by children. The outdoor space will be fenced to prevent any child from leaving the premises.

Indoor and outdoor areas are checked by staff members, prior to use, for the following: area is free from debris, litter, and any hazards; there are no missing components to any pieces of equipment or furniture items; the area is fully enclosed (outdoor play area); and the area is generally free from hazards that could potentially pose a danger to the children's' health, safety or well-being. The playground and classrooms are inspected at least monthly to ensure they meet safety standards. An annual safety inspection of the center is completed to ensure that emergency lighting, ventilation, heat, smoke detectors, fire extinguishers, sprinkler systems, and other systems are consistent with the health, safety, and developmental needs of the children.

Special Dietary Needs

A physician's statement for any child requiring a prescribed therapeutic diet or having a food allergy or intolerance must be on file. Classroom staff and nutrition services staff are notified of any special dietary need.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800
Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. – 5:00 p.m.)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

Summary of the School Immunization Rules and Regulations

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. . For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board



Plattsmouth Community Schools
Head Start
Conestoga Site

2023-2024

PARENT HANDBOOK

2023-2024 Cass County Head Start - Conestoga Site Calendar

August

S	M	T	W	Th	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

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					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

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29	30	31				

November

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December

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24	25	26	27	28	29	30
31						

January

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	1	2	3	4	5	6
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February

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March

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31						

April

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	1	2	3	4	5	6
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28	29	30				

May

S	M	T	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Key

class in session
Professional Development
Vacation Days (no school)
Home Visits/PTC (no school)

Notes:

- Conestoga Head Start class time is from 8:15-3:30pm- please do not drop off prior to 8:15am and please be sure your child is picked up at 3:30pm
- Conestoga Head Start Preschool has early dismissal at 1:30pm on the following dates (in alignment with the Conestoga calendar):
- September 27th and 28th, November 22nd, December 21st, and February

Aug. 7 days Sept. 16 days. Oct. 17 days. Nov. 16.5 days. Dec. 12.5 days
Jan. 14 days. Feb. 17 days. March 15 days. April 17 days. May 14 days.
Total: Student days 146. Teacher days 186

updated 4-6-23

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students' home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* of accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Head Start and to provide your child with a complete early childhood experience. The PECC/Head Start education program offers many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our program provides an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

The Head Start program is unique from any other preschool or childcare setting. Head Start is a comprehensive child development program that serves children ages 3-5 and their families. It is child-focused and family centered. Head Start also provides a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities. Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Head Start Services. The Plattsmouth Community School District is our grantee agency.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Early Childhood Center and Head Start are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies file on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children are eligible for the Head Start Program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. It is the responsibility of the family to report any change of residence to the PECC office immediately.

Preschool Program Description and Contact Information

Head Start - Conestoga Center
104 East High Street, Murray, NE 68409
402-235-2750

Juli Beck, Early Childhood Director
902 Main Street, Plattsmouth, NE 68048
402-296-5250; Extension #2619

The Preschool Program will provide the children with developmentally and culturally appropriate curriculum practices and assessments in a play-oriented learning environment, which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials. Family literacy is a part of the program which involves parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; and parent literacy and age-appropriate educational activities to prepare the child for success in transitioning into school and life experiences.

Early Childhood Staff

All the Early Childhood teachers hold Nebraska teaching licenses (four year degree program) for Early Childhood Education and/or Early Childhood Special Education. Additional para-educators will be present in each classroom to ensure a ratio of at least one adult for every ten children with a maximum group size of 20. Other support staff may include a Family Support Advocate. Health and Nutrition services are monitored by a school nurse.

Curriculum, Daily Routine, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Creative Curriculum® is a comprehensive curriculum for 3-to-5-year-old children which addresses the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Elements of the Daily Routine

Classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices and follow their interests, as well as be introduced to both academic and social skills through direct instruction. While each classroom decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day:

- **Small group time:** Small group time allows each teacher to meet with a small group of children working on a planned lesson. The teacher introduces the experience to extend learning, build on previously shared skills, solve problems and/or assess individuals. Although the adult chooses and introduces the materials, he or she may encourage the children to experiment with the materials in a variety of ways.
- **Large group time:** Large group time builds a sense of community. The children and adults come together for movement and music activities, storytelling, and other shared experiences. Children may have opportunities to make choices and play the role of leader or be engaged with direct instruction that is aligned with preschool targets. At large-group time, all the adults and children in the group get together to introduce academic or social skills through direct instruction. By going over the calendar or daily message, listening, telling, and re-enacting stories, singing songs, doing finger plays, dancing, playing musical instruments, exercising, playing games or re-enacting special events, each child participates in the large group, sharing ideas and learning from the ideas of others.
- **Transition times:** Transition times are orderly and predictable movement from one activity to another throughout the course of their school day. These routines provide opportunities for the child to develop self-regulation and social skills or reinforce pre-academic skills.
- **Plan time:** Children indicate what they plan (choose, want) to do during center/play/work time in a small group. Planning typically focuses on what children plan to do *first* during work time. Adults try to understand each child's plan and often try to help children extend their plans by encouraging discussion of the area in which they intend to work, the materials they plan to use, and the friends they will involve.
- **Center/play/work time:** Center/play/work time allows children to interact with materials in a variety of interest areas. Children implement their initial plans and it is common for young children to engage in many different activities over the course of one work time. Center/play/work time is the longest single time segment in the daily routine, typically lasting around 60 minutes. Adults neither lead work time activities nor sit back and watch them. Instead, they observe children to see how they perceive information, interact with peers, and solve problems – and they look for opportunities to enter into the children's activities to encourage children's thinking, extend their play, and help them wrestle with problem-solving situations. The children participate in a clean-up routine at the end of the work time.
- **Review time:** All children should be involved in the recall process, which can occur in a small group or large group setting. Recall can also take place individually with children during work time and clean up. A variety of recall methods should be incorporated including speaking, writing, or drawing to enhance the experience. For example, children might be encouraged to talk about the children they played with, what they built or pretended to be, or the problems they encountered.
- **Meal time:** Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. The main goals are to create a shared and secure sense of community within the program and enhance language development. Meal times also offer the opportunity to work on a variety of developmental skills such as taking turns, maintaining a conversation, interacting with others appropriately and using utensils.

- **Large motor time:** Children and adults are involved in vigorous and often noisy play outside including opportunities to run, climb, roll, jump, yell, and sing with energy. Teachers should provide a balance of teaching new skills and encouraging child choice from a variety of interest areas such as dramatic play, blocks, science, writing, and art activities. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large motor activities. Children develop coordination, balance, spatial awareness and strength through gross motor activities. Outside time also provides time for coordinating both hands to manipulate large objects, continuing to develop body flexibility and coordination, and learning to use indoor and outdoor gross motor equipment safely and appropriately.
- **Quiet time:** Quiet time provides an opportunity for children to take a break from the activities of the day. Quiet time usually occurs after lunch and lasts for a minimum of 30 minutes.

Assessment (Head Start Performance Standard 1302.33(a))

The Plattsmouth Early Childhood/Head Start staff assesses children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers and paraeducators record daily anecdotes describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that teachers can build on the student's current stage of development throughout their time in preschool. The GOLD is also used to explain children's progress to parents during conferences.

Program quality is assessed to ensure that young children participate in a high quality preschool program that contributes to positive cognitive, social, and health outcomes. The Plattsmouth Early Childhood Program staff utilize the Classroom Assessment Scoring System (CLASS) to provide information regarding classroom and program practices and quality. The CLASS is an observation tool administered by trained and reliable observers. The measure is completed at least yearly in all classrooms and program results are posted on the PECC website and shared with the Policy Council/advisory committee and Board of Education.

School Readiness

The Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/parent committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/parent committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Classroom Experiences

The following are standards that occur in each preschool classroom:

- There will be established interest areas:
    - The classrooms will have clearly defined, well-equipped interest areas. Areas will be set aside for books, computer, table toys, dramatic play, block building, sensory or science, literacy building, pre-writing, and large motor development. Shelves are labeled with a picture of the item so that students can find items and put them away independently.
- There is a daily "picture" schedule that is interactive in each classroom.
- There is a scheduled time in each day for outdoor play (when weather is appropriate) and large motor development.

- Head Start component areas of Health, Nutrition, Mental Health, Dental Health and Safety are integrated in the daily activities.
- Children participate in learning experiences that are held in both large and small groups.
- Children have an individualized curriculum.
- Transitions are planned. Transition times can be used to teach new concepts, to practice skills, and to enhance creativity.
- Children will spend about one-third of their day in "free choice" or "center/play/work time." This can be provided indoors or outdoors if the weather is permitting. During this time children are given opportunities to choose activities that interest them. Children make choices and select activities on their own.
- Children are given opportunities on a daily basis for self-help skills (e.g., washing hands, feeding themselves, dressing themselves, etc.).

Positive Behavior Interventions and Support (PBiS)

One of the most important facets in the organization and operation of a preschool classroom is classroom management. Early childhood supports social and emotional growth by encouraging development which enhances each child's strengths by: (a) building trust; (b) fostering independence; (c) encouraging self-control by setting clear, consistent limits, and having realistic expectations; (d) encouraging respect for the feelings and rights of others; and (e) supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.



Plattsmouth Early Childhood Program Expectations/Rules Matrix

	Large Group	Center Time	Hallway	Small Group	Outdoor Playground	Outdoor Classroom	Indoor Playground	Meals	Naptime
Be Safe	Calm Body	Calm Body	Walking Feet	Stay in Your Spot	Hands & Feet to Self	Hands & Feet to Self	Hands & Feet to Self	Stay in your spot	Stay on Your Cot
		Walking Feet	Calm Body	Keep Your Body Calm & Safe	Keep Your Body Safe	Keep Your Body Safe	Keep Your Body Safe	Hands, Feet & Objects to Self	
		Hands & Feet to Self							
Be Responsible	Ears are Listening	Clean Up Our Classroom	Ears are Listening	Ears are Listening	Take Care of Our Playground	Take Care of Our Outdoor Classroom	Clean Up Our Indoor Playground	Clean Up Your Space	Clean Up Your Naptime Things
Be Respectful	Eyes Watching the Teacher	Use Kind Words	Eyes Watching the Teacher	Eyes Watching the Teacher	Use Kind Words	Use Kind Words	Use Kind Words	Follow Directions	Voices Off
	Follow Directions		Whisper Voices	Follow Directions			Inside Voices	Quiet Voices	

Suspension/Expulsion

Head Start Program Performance Standards

§ 1302.17 Suspension and expulsion
(a) *Limitations on suspension.*

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as

behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

(i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;

(ii) Developing a written plan to document the action and supports needed;

(iii) Providing services that include home visits; and,

(iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) *Prohibition on expulsion.*

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Conestoga Public Schools at 402-235-2341.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

"A school will never be truly excellent unless it involves the parents"

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Events/Involvement & Parent Committees

Parents are the most valuable members of the program! Monthly parent events/parent committees offer a great opportunity to be involved with your child's program. Attending parent events is an expectation of the Plattsmouth preschool program. Meetings are initially organized by the Family Support Advocate (FSA) with input from the parents and will be scheduled monthly. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Family Activities

Parents/guardians and staff will plan family activity opportunities throughout the year. These activities will be fun and educational. If you are able to come and join in even once in a while, we welcome you. Always check your child's backpack for updates, newsletters and calendars for upcoming events. Plan to join us as your schedules allow.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with opportunities for ongoing communication to and from the school. This staff can provide current available resources for referrals or needs your family may have. All families have many strengths and the FSA staff will assist all families enrolled in the Head Start Program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families daily at the center and on as-needed basis. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-235-2750.

Parent/Teacher Home Visits & Conferences

There are scheduled visits between parents/guardians and Head Start staff each year. Two of these will be conducted in the home and two will be at the preschool center. These conferences provide an opportunity for parents and the teacher to exchange helpful information about children and their development. Parents will be notified when conferences are to be scheduled. You may contact the teacher to schedule additional conferences at any time. Your participation in conferences is strongly encouraged as these visits allow each parent or guardian to have input into their child's education!

Parents/Guardians Visiting or Volunteering in the Classroom

Your help is always welcome in the classroom. If you can spend the day in the classroom or only an hour or two, please join us! Volunteering in the classroom is not only helpful to the staff, but is greatly beneficial for your child and you. We keep a record for each family and appreciate at least eight hours of volunteering a month. For every hour you spend helping our program, Head Start receives in-kind dollars. When you plan to visit or volunteer, please contact the classroom teacher a day in advance if possible, as schedules and out-of-class opportunities may

alter the day's schedule. It is helpful also to determine the breakfast and lunch count for the day. Parents are encouraged to volunteer throughout the preschool day.

Before volunteering to assist in the classroom, parents need to complete a request for background check, if you want to be able to work with other students (BOE Policy #1015). An example of this would be a person (to include parents) that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a parent is only interacting with their own child or visiting the classroom for a short period.

Other Visitors or Volunteers

Other family members are always welcome to visit or volunteer in your child's classroom as long as it does not cause a disruption for your child or the other children. All visitors/volunteers must have permission from the child's parents/guardians in order to visit/volunteer in the classroom. Parents/guardians are able to indicate on the emergency card that a family member or family friend is able to visit/volunteer in their child's classroom. If a family member or friend is approved to visit/volunteer on the emergency card, parents/guardians may complete a change of status form to add them or may call the center prior to them visiting/volunteering to add them to the emergency card.

If a family member/friend arrives at the center to visit or volunteer in your child's classroom and they are not on the emergency card and you have not called to give permission, the classroom staff will attempt to call you to gain permission. If neither parent/guardian can be reached, the family member/friend will not be allowed to visit/volunteer on that day.

Before volunteering to assist in the classroom, family members/friends need to complete a request for background check, if they want to be able to work with other students (BOE Policy #1015). An example of this would be a person that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a family member/friend is only interacting with the one child or visiting the classroom for a short period.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule of general meeting times will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions, as needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and other teaching staff.

Classroom Placement Procedures

Classroom placement decisions for the Plattsmouth Early Childhood Center (PECC) are based on a number of factors. Information such as child strengths, language development, social/emotional development, behavioral needs, special education service accessibility, gender, age, and class size are all considered when creating classroom assignments. We strive for a balance of all these factors in each classroom.

Due to the many factors that must be considered when forming child assignments for a classroom, we ask that parents not make specific teacher requests. The demands associated with balancing classroom assignments make it impossible to honor all parental requests. If a parent has a special circumstance which necessitates providing information about their child and his or her learning, they may do so. Only written input provided directly by the parent and addressed to the Early Childhood/Head Start Director will be given consideration. The written input must be received prior to July 15th prior to the start of the school year to be considered. Please note that the written input will be discarded if requests such as the following are made:

- Requesting or un-requesting a teacher by name
- Requesting that specific children be placed in the same class (parents of multiples [twins, triplets, etc.] may submit requests to have their children in the same classroom or split into different classrooms)
- Requesting an experienced teacher or a first year teacher (all teachers associated with our program are highly qualified)

Parents and children will be notified about classroom assignments during registration in late July or early August. The final decision on all child classroom assignments rests with the Early Childhood/Head Start Director.

Thank you for your understanding regarding this process. If you have any questions or concerns about this process, please feel free to contact the Early Childhood/Head Start Director at the Plattsmouth Early Childhood Center.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Head Start Preschool** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- bringing your child to preschool each day on time and picking up your child on time each day
- participating in parent events, parent/teacher conferences, and visits in your home by the classroom teacher and staff
- participating in the family involvement/support program which requires, at least, two contacts in your home by the **Head Start Preschool** staff and family goal setting
- ensuring that your child completes required immunizations and physical, dental, and vision examinations
- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Head Start Preschool** Parent Handbook

Head Start Preschool Staff Responsibilities:

- welcoming you and your child into the **Head Start Preschool** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- following policies/procedures when a child is not picked up from preschool in a timely manner
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the preschool year
- encouraging parent/guardian involvement in the preschool

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Head Start staff members rely on this information to determine eligibility for Head Start, which is a federally sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Head Start program may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Appropriate Dress

Please send your child to school in comfortable, washable clothes and shoes that are appropriate for the changing weather. Due to safety concerns, all children must wear shoes with a back strap such as a strapped sandal or tennis shoe (no flip-flops). Children will go outside daily unless the "feels like" temperature is below 10 degrees, so please remember to send warm clothes on chilly days including hats, coats, and mittens/gloves. All children need to have an extra change of clothes in case an accident happens. If parents have not furnished this for the school, they may be called to bring clothes if an accident occurs.

Arrival Time

Conestoga Head Start preschool classes will start at 8:15 AM. Please do not arrive with children before 8:00 AM as the staff members need time to prepare for the day. Consideration of this planning and communication time is appreciated! Children will be considered tardy beginning at 8:15 AM.

Parents must bring children to the classroom. It is expected that a responsible adult will accompany a child to their classroom upon daily arrival at preschool. Children are NOT to be dropped off at any building door and allowed to enter the building alone.

Parent parking on or in the area of the bus load/unload area is discouraged. Safety of the children is our primary concern so if you are parked in this area when the bus is loading or unloading children, you **will not be allowed** to move your vehicle until the bus departs or all children have safely been removed from the bus. If you child receives bus service, a staff member will escort your child into the classroom.

Attendance

Regular and punctual attendance is required for participation in the Head Start Preschool program. It is vital that the child attends in order to receive the most value from the program. **We ask that you or a family member call into the center to inform the staff as to any concerns that are preventing your child from attending school at 402-235-2750.**

Procedure for Absences:

1. After ten absences, the teacher or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the teacher or family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.

A child will be considered tardy if they arrive after class begins at 8:15 AM. It is also important that children be picked up on time at the end of the school day. If a child is consistently picked up more than 10 minutes after the class dismissal time of 3:30 PM, the procedure for absences will be implemented.

Leaving School:
Children who must leave preschool for any reason during the session must have their parents check them out before leaving. Please notify the child's teacher in advance of the need to leave early. If your child will be returning to school that same day, they must be signed into the classroom before 12 pm. After 12 pm, please plan to keep your child home for the day.

Arriving at School Late:
If there is a need, parents may drop their child off at preschool anytime up to 12 pm. After 12 pm, if your child has not yet been to preschool, please plan to keep your child home.

Follow Up for Daily Absences:
When your child is absent, please plan to notify the teacher/FSA. If we do not receive a call from you or are unable to connect per phone contact, we will call the contacts you have provided on your emergency contact sheet in order to determine the well-being of the child. Following three (3) consecutive days of absence with no notice, our staff will initiate appropriate family support procedures to ensure the well-being of the children. This may include a home visit. The Preschool Program will strive to keep a close working relationship with families and support them during family crisis situations. Our intent is to maintain your child's enrollment in the preschool program however, if all potential options have been exhausted, it may be necessary to terminate your child's enrollment. You will always be notified of this possibility prior to release from the program. We request that you come into the Central Office to sign the appropriate Release of Records form in order to take copies of your child's file from the center.

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Head Start for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Bus Transportation

Parents or guardians must have a signed transportation form to allow the transporting of children. These transportation forms are kept on file and any transportation changes need to be noted on a new transportation form. Please allow approximately one week for the change to become effective and for the bus staff to change the route to accommodate the change.

Riding the bus is a privilege and safety is the main concern. Children and family must support the safety rules of the driver and the school system. Failure to do so may result in the loss of transportation privileges.

Bus transportation adheres to a daily schedule so promptness is a must. Drivers have been instructed to adhere to this schedule and they are not allowed to wait at a pick up sight for children who are late as this will cause the remainder of the pick ups/drop offs to be late. On the other hand, please be aware that weather and other reasons may cause delays with the bus schedule. Please be patient -- watching and ready. Times may vary slightly daily.

When waiting to be picked up, stay a safe distance from the side of the road or curb. When the bus arrives, stay clear until it has come to a complete stop.

Please be visible for the driver or para when they bring your child back to the drop off point. **Your child will not be dropped off if a designated adult is not waiting. If the designated adult is not waiting, your child will be brought back to the center for a designated adult to pick him or her up.** Please be waiting for your child(ren).

All children and adults are expected to follow the regulations of riding on the school transportation system. If there is a problem, the teacher will contact the parents in order to work out a solution.

Any changes in service or schedule must be called into the main school office at 402-235-2992 or 402-227-2992 by 7:00 AM. Also, if a child will not be attending school that day, please call 402-235-2750 and report the absence to the child's classroom.

Call the center if someone other than the pre-designated adult will be dropping off or picking up your child. This message will be relayed to the teacher, driver and para. Also, send a note stating permission of such, signed and dated, with the driver or para. A phone call is always necessary.

If you would like to pick your child up instead of him or her being transported, please call the center at 402-235-2750 and let the teacher know in advance so they are not put on the bus.

In general, call for all transportation changes. Changes must be cleared with the Head Start office. A new transportation form must be filled out with all changes. Call if any transportation procedures are unclear.

All safety restraint laws are followed for children and adults (child safety seats are used when needed.) **The safety and welfare of the children is our main concern. Please feel free to call and report any concerns that you may have.**

Celebrations

Rationale for Celebrations Policy:
Plattsmouth Early Childhood Center (PECC) staff members' honor and support classroom celebrations. We also respect the diversity of families and value inclusion. Because of this, it is our intention to plan activities for children and families in a way that allows all children and/or families to participate, without any conflict with family beliefs, traditions, financial status or values. All Head Start/PECC activities related to celebrations and holidays, whether they are at the classroom or school level, must be consistent with the policy outlined below.

Celebrations Policy: (approved by Policy Council on 3/24/15)
Classroom Celebrations:

- We have many celebrations in preschool that are generally focused around changing seasons. We also celebrate our friends and families on an individual basis (e.g., Star of the Week, Family Events, etc.). We encourage teachers, parents, and children to celebrate learning every day. In order to be respectful of everyone's beliefs and financial status, we save religious and commercial holidays, as well as birthday celebrations, for families to celebrate on their own.
- The program will build positive self-esteem in children through a wide variety of learning experiences, which can include their families' interests and hobbies.
- Classroom practices will include experiences and materials representing the everyday lives of all children in the classroom. These practices will be child-centered, age-appropriate, meaningful, and reflect the concepts of "similarities and differences" in a manner that respects all family cultures and values.
- **Observations and celebrations of commercialized or religious holidays, holiday symbols, birthdays, Mother's Day, or Father's Day will not occur.** Parents are not allowed to bring treats, cards, and other items that center around holidays (e.g., Valentine cards, Halloween treats, Christmas cookies, etc.). Also, classroom themes, decorations, projects, and programs will not be centered on holidays. Teachers and other adults in the classroom, however, will positively acknowledge spontaneous comments from children or parents about holiday observances and family or community celebrations without comparing material possessions of different students. For example, if a child states, "It is my birthday today!", the teacher will respond in a way that affirms the child's self-esteem, such as, "Well, I hope you have a fun day then!"

Family Involvement:

- The celebrations policy will be discussed with parent/guardians during registration/orientation/initial home visit. Information regarding this policy will also be provided throughout the year as needed.
- Families, extended families and the community are welcome to share interests and hobbies. All sharing sessions will be organized and coordinated in partnership with the staff to ensure congruence with this policy. Any materials needed for a sharing activity will be provided by Head Start.
- We delight in the accomplishment of children completing preschool and transitioning to kindergarten. Staff may plan end of the year preschool activities to acknowledge the children moving to kindergarten, however, no formal graduation ceremony will be planned. Parents are encouraged to be involved in any end of the preschool activities that may be planned (e.g., picnics, classroom celebrations, singing programs, etc.).

No food or treats may be brought in from the outside.

Children/families are asked not to hand out birthday celebration or other party invitations at school.

Change of Information/Status

Change of information such as phone numbers, addresses, emergency numbers and transportation information should be given to the Family Support Advocate (FSA) or to the classroom teacher in writing and signed by the parent or guardian at least 48 hours prior to the change if possible.

Child Abuse/Neglect Reporting

When any Head Start Preschool staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Early Release/Inclement Weather

Conestoga Head Start follows the decision of the Conestoga Public School District regarding weather related cancellations. If the Conestoga Public School has a late start, we will hold Head Start classes that day.

It is difficult to measure the severity of the weather in all sections of our service area, so the final decision rests with the parents on whether to send their child(ren) to preschool during adverse weather conditions or to keep their child at home. Please contact the Conestoga Head Start program if you decide not to send your child(ren) to preschool when preschool is in session. In the event of severe weather at the time you are picking up your child(ren), please note that staff ***will not release*** any children during severe weather warnings.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42. In case of civil, national, or natural disruptions, every effort will be made to give announcements to the welfare of the students during the school day. Under such conditions parents may come to school to get their child(ren) if they so desire and if it is safe to do so.

Provision will be made by your school authorities to take care of the school children when storms occur during the school day that are of such intensity that it makes bus transportation hazardous. Your cooperation in helping keep telephone lines free during such emergencies will be appreciated.
The preschool office is unable to honor requests to personally call each parent when preschool is let out early. It is the parent's responsibility to make arrangements to ensure the safety of your child should school be dismissed early. If you are unavailable, then it is the parent's responsibility to make arrangements with another adult to ensure the safety of your child should school be dismissed early.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first
    - It is appropriate to call for an appointment or to set up a time to meet with the staff person
    - When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern
2. Address the concern to the Building/Program Administrator if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.

- When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
- Keep in mind that a meeting with the Superintendent will likely require some advance planning
- There is a specific complaint form to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.
    - Refer to Board Policy 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
    - The complaint form can be accessed on the PCSD website by choosing "About PCS" then scrolling down and selecting Board of Education. On the left side of the page chose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20

4. Address the concern to the Board of Education if the matter is not resolved at Step Three.
    - School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
    - Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
    - Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all
    - The Plattsmouth School Board of Education is the governing body for the Cass County Head Start program

Custody Agreements/Court Orders

All preschool parents/guardians will be requested to complete required paperwork that specifically identifies who is allowed to pick up your child from preschool. Amendments to this list can be made in written form by the primary adult during the school year. **The primary adult is not able to unilaterally exclude the other parent from picking up the child unless there is a court order in place to exclude that parent from having contact with the child.** A copy of the court order must be provided to Conestoga Head Start program. Please visit with your Family Support Advocate (FSA) if you have specific questions or concerns.

Note: Law enforcement can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents.

Dismissal

Dismissal time is between 3:15-3:30 pm, unless otherwise notified by your child's teacher. When picking children up at the end of the day, please enter the building and go to the child's classroom. Teachers will not allow children to leave until an authorized individual has come to the room to pick the child up. Children that receive bus service will be escorted to the bus by a staff member. No child will be allowed to leave the facility unattended.

Staff members are only allowed to release children to those individuals specified on the emergency contact form and others added by the parent through a change of status form. If a staff member does not recognize the person picking up the child, he or she will request a photo ID in order to confirm their identity and make sure they are listed on the child's pick up list. If a situation arises when a parent needs to have someone pick up their child who is not on the approved list, please contact the main office to give permission over the phone for that day. Please come to the office the next day to complete the change of status form if you wish to add the person to the child's pick up list for future pick ups. If someone arrives at the center to pick up the child who is not on the approved list, staff will need to call the parent or someone on the emergency contact list to get verbal permission to release

the child. If verbal permission cannot be obtained, staff will keep the child at the center and ask that someone from the approved list pick up the child. Law enforcement may be called if the child is left at the center for some time past dismissal time.

Whenever a child is not picked up by the center's closing hour (3:30 pm for the school day) and if parents and emergency contacts cannot be reached by phone, staff may call Child Protective Services or law enforcement. **Late pick ups will result in a $5.00 late fee** and the fee increases by $5.00 for each 15 minutes the child remains at school past the pick up time. For instance: Sign out between 3:30-3:45 pm is a $5.00 charge, sign out between 3:45-4:00 pm is a $10.00 charge. Payment must be received within a week of the occurrence for the child to continue in the preschool program. Continual late pick up or late pick up without notification may result in termination of the child from the preschool program.

If you need to pick up your child before dismissal time, please send a note or call ahead to the Conestoga Head Start program at **402-235-2750** so a message can be relayed to your child's teacher.

Intoxicated/Under the Influence of Drugs Pick Up Procedure:

A situation may arise when a parent/guardian or other caregiver picking up a child appears intoxicated or under the influence of drugs. If a staff member questions the safety of the child's transportation home due to apparent suspected intoxication of the pick-up person, the following steps will be followed. The staff member will:

1. Talk to the pick-up person and ask how s/he got to the center. The main concern is whether the person drove and if s/he intends to drive the child home.
2. If the pick-up person has driven and intends to drive home, the staff member will tell the pick-up person that they are concerned about the safety of the caregiver and the child.
3. Make an offer to call one of the other designated pick-up persons on the child's list. If this does not work, the staff member will suggest calling a taxi or a friend or family member. If the pick up person is not the parent, the staff member will attempt to call the parent to let him/her know of the concern for the child's safety and to check if the parent is available to come and pick up the child.
4. If the pick-up person refuses or becomes confrontational, the staff member will calmly let them know that they will be calling law enforcement to report the incident. Ask if the pick-up person would stay to talk to the officer about the situation.

Early Childhood/Preschool Supplies

Parents of preschoolers will **not** need to provide classroom preschool supplies. A backpack is helpful for a child to carry classroom notes and classroom activities home, as well as notes from home back to the preschool.

Children are not permitted to bring any toys, food items, gum, money, books, etc. on the buses or into the center. Food items, including gum, may cause choking while in transport and might cause the child not to eat meals prepared at the center. **Children will be required to finish any food or drink item brought from outside the center prior to entering the classroom.** Toys, books, etc. might cause friction among the children and/or get lost or claimed by someone else other than the owner. If an IEP or 504 team recommends that a child needs a special toy or other item as part of their services, the recommendation will be adhered to.

Extra Set of Preschooler's Clothing

It is advisable that your preschool child brings an extra set of clothing to place in his/her cubby in case the child needs a change of clothing during the preschool day. Your preschooler's jackets, overshoes, mittens, etc., should be marked for easy identification. This helps eliminate loss and confusion. A parent can check in with staff if their child has lost an item.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Non-Discrimination in Food Service Program

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination 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, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Parent Resource Library

There is a parent resource library located at Plattsmouth Early Childhood Center (PECC). Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

Pets

Students and/or parents should not bring animals into the school or classroom unless prior approval has been given by the classroom teacher. If approval has been given, the animal should be on a leash, in a cage, or in some kind of container. Allergies of staff and students should be considered before any visit by an animal.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the Head Start/PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes. **If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the Head Start/PECC Facebook page, or on the Internet should such an occasion arise.

Respect and Courtesy

Any employee and/or other staff at Conestoga Public Schools and/or Head Start program has authority and jurisdiction anytime during school or at any school function and deserves respect.

Siblings

During a parent or guardian's volunteer time at the Conestoga Head Start program, siblings or younger children who are not enrolled are not allowed on field trips or in classrooms during regular school hours.

Smoke Free Environment

All of the Head Start program's buildings and grounds are smoke, e-cigs. and tobacco-free. When attending school events, please abide by the policy.

Student Record Data

The Conestoga Head Start program is in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Plattsmouth Elementary School office.

The Head Start program collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Supervising Teachers and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs
3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Preschool Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from the Head Start Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Cass County Head Start Preschool Program stating that the public does not have release of such information.

Telephone Calls

Parents are welcome to call the school office at any time. During class time, the family support advocate (FSA) or a paraeducator may be able to take a message to relay to the classroom or parents can leave a voice mail for the classroom staff. If it is an emergency and you cannot get the early childhood staff, call the Head Start main office at 402-296-5250.

Transition

The Conestoga Head Start program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Video Surveillance

The Plattsmouth Board of Education has authorized the use of video cameras on School District and Head Start property to ensure the health, welfare and safety of all staff, children, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent of the Plattsmouth Community School District.

Notice is hereby given that video surveillance may occur on District property (including Head Start property). In the event a video surveillance recording captures a child or other building user violating school policies, rules, or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings and may be provided to law enforcement agencies.

Weapons Policy

If a weapon is brought to preschool, it will be confiscated and may not be returned to the child or parent. If appropriate, the police/sheriff department and child protective services will be notified. Weapons are defined as any object that may be used to intimidate or inflict bodily harm whether it is a real weapon or a replica of such. These shall include, but are not limited to the following items: knives, guns, lead pipes, chains, razors, ice pick, slingshot, scissors, swords, pocket knives, explosives (including fireworks), brass knuckles, etc.

Health Section

Health Examinations

The Plattsmouth Early Childhood Center/Head Start Program requires annual dental and physical exams and up-to-date immunizations before school begins (BOE Policy #5001). Each child is required to have a lead and hemoglobin blood level result on file, completed on or after the age of two. Each child is also required to have a health history and nutrition assessment on file (to be completed with staff at the beginning of the school year).

Follow up is required, if deemed necessary by the physician or dentist. For example, if cavities were detected, parents will need to submit paperwork from the dentist saying that the cavities were taken care of.

Health services at the early childhood center include the monitoring of height/weight (at least three times a year), vision screen (if not completed during physical), and hearing screen (if not completed during physical).

All 50 states and the District of Columbia have immunization requirements for children entering school. In Nebraska, children can't attend classes in public or private school until the school has written proof of their immunization status. Each school in Nebraska is required to keep the immunization history of the students enrolled on file. Parents or guardians must present one of the following documents to the school to verify immunization status:

- An immunization record showing that the child is protected by age-appropriate immunizations.
- A statement signed by a physician that the required immunization would be injurious to the student or members of the student's family or household.
- An affidavit signed by a legally authorized representative stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the student is a member.

A student can be provisionally enrolled in school if he or she has started the immunizations series and continues the necessary immunizations as rapidly as is medically possible. If the student doesn't continue with the immunization schedule, he or she will be sent home.

Emergency Cards

An emergency card must be kept on file for every child enrolled in the Early Childhood Program. Please update this card on a regular basis, including the list of family/friends who are approved to pick up your child or visit/volunteer in the classroom. Check with classroom staff to complete a change of status card to update your information.

Emergency Disaster Plan

Head Start/PECC staff have emergency disaster plans in place for situations such as fires, tornadoes, intruders, evacuation, etc. Parents will be notified of the evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

Parents are notified of the off-campus evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

In the event of a tornado warning, children will be safely evacuated to the designated area within the school building. In order to keep all children and staff safe, children will not be released from school until the tornado warning has expired. Parents will not be able to access the building during the tornado warning and no one will be available to answer the telephone since all staff members will be a safe location with the children.

Illness While At School

The following symptoms, if displayed by children during school, will require temporary exclusion from participation in the program at the discretion of the nurse:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Live head lice (nits do not require exclusion)
- Severe abdominal pain
- Severe or harsh cough; with thick green discharge from the nose
- Rapid breathing or severe coughing
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Health Expectations for Parents

- For families in the program, it is the parent's responsibility to pick up the child within one hour of being notified that the child is ill. Per health regulations, the child may not return to school until the child has been symptom-free, without the aid of medication, for 24 hours. If diagnosed with a contagious illness (e.g., strep throat, pink eye, etc.), the child can return to school after being on antibiotics for 24 hours.

- If a child becomes ill during school hours, appropriate staff will be called. If the decision is made to send the child home, the parent will be notified to pick up the child.

- If the child is brought to the school and staff observes symptoms of illness, appropriate staff may determine that the child cannot be accepted into the classroom.

<u>CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:</u>

- Sutures or cast—a note from the child's physician is needed before returning to school regarding any restrictions of activities.
- A note from the child's physician should also accompany the child following surgery with any restriction of activities.
- If a child is out with chicken pox, a note is not needed from the doctor as long as all pox are dry (7-10 days.)

Medication

Appropriate paperwork needs to be on file for medications to be administered during school hours. See the Health and Nutrition Manager for these forms.

- Medication must be brought in the original prescription container with date, child's name, name of medicine, amount of medicine/time to be given.
- Medication must be brought in by the parents and given to the Health and Nutrition Manager or teacher. DO NOT SEND IN CHILD'S BACKPACK.
- If your child rides the bus, medication must be given to the bus aide or driver for safe keeping while the child is transported. The bus aide will give the medication to the appropriate person upon arrival.
- Over-the-counter medications are not given at the Plattsmouth Early Childhood Center (i.e. Tylenol, Benadryl, Motrin, cough drops)

Nutritional Services

Every child in our program receives breakfast and lunch. These meals are served family style with children and staff eating together in a relaxed atmosphere. Breakfast includes milk, juice or fruit, and grain. Lunch includes milk, meat or meat alternative, fruit, vegetable, and grain. A variety of foods are provided which broaden the child's food experience. **Food is not used as a punishment or reward and children are encouraged to eat, but never forced to eat.** Menus are created based on federal guidelines for this age group.

Safety

Head Start/PECC is committed to providing physical environments conducive to learning. Space and materials will be appropriate for the developmental needs of all children enrolled in the program. Classrooms will provide at least 35 square feet of usable space per child and the outdoor playground will provide at least 75 square feet of usable space per child. The center environment will be free from toxins such as cigarette smoke, pesticides, and other air/soil/water contaminants. Potentially hazardous items such as cleaning supplies, medications, etc. are stored in locked areas. Electrical outlets are covered with safety plugs and extension cords are not used in areas utilized by children. The outdoor space will be fenced to prevent any child from leaving the premises.

Indoor and outdoor areas are checked by staff members, prior to use, for the following: area is free from debris, litter, and any hazards; there are no missing components to any pieces of equipment or furniture items; the area is fully enclosed (outdoor play area); and the area is generally free from hazards that could potentially pose a danger to the children's health, safety or well-being. The playground and classrooms are inspected at least monthly to ensure they meet safety standards. An annual safety inspection of the center is completed to ensure that emergency lighting, ventilation, heat, smoke detectors, fire extinguishers, sprinkler systems, and other systems are consistent with the health, safety, and developmental needs of the children.

Special Dietary Needs

A physician's statement for any child requiring a prescribed therapeutic diet or having a good allergy or intolerance must be on file. Classroom staff and nutrition services staff are notified of any special dietary need.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800, Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. – 5:00 p.m.)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board

Plattsmouth Community School District Central Office
1912 Old Hwy. 34
Plattsmouth, Ne 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson,m Director of Instructional Services
Mrs. Juli Beck, Director of Early Childhood/Head Start
Phone: (402) 296-3361 Fax: (402) 296-2667

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

07CH010755

Head Start/Early Head Start FY 2023
Cost-Of-Living Adjustment (COLA) and Quality Improvement (QI)
Supplemental Grant Application

Plattsmouth Community Schools
Board of Education Approval

The Plattsmouth Board of Education approval of the FY2023 cost-of-living adjustment (COLA) and Quality Improvement (QI) supplemental grant application at the August 14th, 2023 meeting. The COLA funds will provide for at least a 5.6% increase for all Head Start employee wages/salary/benefits. The quality improvement (QI) funds will be utilized to support Para pay increase and creating a fiscal staff member at the Head Start/Early Head Start program.

Funding Type	Head Start	Early Head Start
Cost-Of-Living Adjustment (COLA)	$58,390	$9,150
Quality Improvement (QI)	$28,302	$4,217
Total Grant Funding	**$86,692**	**$13,367**

_____ _____

Board of Education Chairperson/Representative Date

Plattsmouth Community School District Central Office 1912 Old Hwy. 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson, Director of Instructional Services
Mrs. Juli Beck Director of Early Childhood/Head Start
Phone: (402) 296-3361 Fax: (402) 296-2667

Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment

07HE001040
Head Start/Early Head Start American Rescue Plan Revision
For 04/01/2021 to 03/31/2023

Plattsmouth Community Schools/Cass County Head Start
Board of Education Approval

The Plattsmouth Community Schools Board of Education has approved the Head Start/Early Head Start American Rescue Funds Revision Fiscal Year 2022 at the August 14th, 2023 regular meeting.

Head Start (FY2022 ARF Grant):

	Funding (FY 2022 ARP Grant)	**Revision (FY 2022 ARP Grant)**
Federal Share	$131,615	$81,781.50
Total	$131,615	$81,781.50

$81,781.50 remains in the American Rescue Plan Fund from the FY 2021-2023. The $81,781.50 has been moved into equipment and construction budget to complete the outdoor classroom renovation.

FY2022 Total Requested Revision amount: $81,781.50

Representative, PCSD Board of Education **Date**

Item	Quantity	District Number	Brand	Serial Number	Condition	Purpose for disposal
Sousaphone	3	n/a	Jupiter	60955, 395035, 60959	Missing parts	Missing parts and valves, unusable
Clarinet	1	n/a	Gibson	131739	Snapped	Broken beyond repair
Clarinet	1	n/a	Selmer	CL300	Broken	Snapped parts
Tri-toms	2	n/a	Yamaha	IL-4119, IL-4129	Broken	We only have literature for quad toms
Blue Chair	1	n/a	n/a	n/a	Broken	Missing legs
Bell Kit	1	n/a	n/a	n/a	Playable	
Keyboard	1	10201	Roland	n/a	Broken	Missing keys
Single Horn	1	44497	n/a	GH540032	Playable, can be sold	Single Horns are not used in modern day band
Tuba Backpack	1	n/a	Yamaha	PCS 682-708859	Dusty	There is no tuba for this backpack
Drum harnesses	2	n/a	Randall May International	091362, 091360	Missing Parts	Broken and missing parts

Items to be disposed of

1. Truck Sander
2. Rusty Cooler
3. Broken Freezer

Plattsmouth Community Schools
2023-2024 Calendar

AUGUST 2023						
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 2023						
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 2023						
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 2023						
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 2023						
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

7-9 PD New Teachers
10-15 PD All Staff/No Students
16 First Day of School 1st-9th; PM Kind.
17 First Day of School for AM Kind., 10th-12th
16-21 Early Childhood Home Visits
22 First Day for Early Childhood

September

4 No School - Staff & Students
8 No School – Teacher PD
13 P/T Conferences: MS 4:30 PM-7:30 PM

October

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

November

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

December

21 End of 2nd qtr.=45 student days, End of 1st semester
Student days=84, Teacher days=91(Oct. 13 is a comp. day)
22-29 No School- Staff & Students

January

1-2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
15 No School for Staff & Students

February

19 No Students-PD for All Teachers
21 & 22 P-T Conferences: EC 4:30 PM-7:30 PM
23 P-T Conferences: EC All Day, No classes at EC

March

6 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
7 End of 3rd Qtr.=44 student days
8 No Students – PD for All Teachers
11-15 No School-Spring Break (3/15 is a Teacher Comp. Day)
29 No School – Staff and Students

April

1 No School - Staff & Students

May

8 & 9 PT Conferences: EC 4:30 PM-7:30 PM
10 P-T Conferences: EC 8 AM-4 PM, No classes at EC
13 EC Comp. Day, No classes at EC
19 High School Graduation
23 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=90.5 student days
24 No Students-PD for All Teachers, Teacher days=95 (Mar. 15 is a comp. day)
23-24 Inclement weather make-up days, PD

JANUARY 2024						
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			

FEBRUARY 2024						
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		

MARCH 2024						
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						

APRIL 2024						
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				

MAY 2024						
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	

	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
If necessary, the Board will revisit the calendar.	

**Revised Aug. 14, 2023*

EXHIBIT C

RESOLUTION NO. _18.25_ OF Plattsmouth Community School District
AUTHORIZING AND APPROVING THE EXECUTION AND DELIVERY
OF A MASTER LEASE PURCHASE AGREEMENT;
AND APPROVING THE EXECUTION AND DELIVERY OF
SCHEDULE NO. 2 TO THE MASTER LEASE PURCHASE AGREEMENT.

WHEREAS, the Plattsmouth Community School District (the "School District"), is authorized by the laws of the state of Nebraska (the "State") to enter into a lease purchase agreement in order to acquire personal property equipment and other property for governmental or proprietary purposes; and

WHEREAS, the School District has an immediate need to acquire and finance certain computer equipment, software, maintenance, and support services as applicable, which are more fully described on Exhibit A hereto (the "Equipment"); and

WHEREAS, in order to finance the costs of acquiring the Equipment, the School District desires to execute and deliver the Master Lease Purchase Agreement with Apple Inc. (the "Master Lease") and Schedule No. 2 thereto, which together constitute the "Lease"; and

WHEREAS, all acts, conditions and things required by the Constitution and laws of the State, and requirements of the School District, to happen, exist and be performed precedent to, and as a condition of, the adoption of this Resolution have happened, exist and have been performed in the time and manner required to make this Resolution and the Master Lease and Lease valid and binding obligations of the School District.

NOW, THEREFORE, IT IS RESOLVED BY THE [Plattsmouth Board of Education] AS FOLLOWS:

Section 1. The School District hereby authorizes and approves the execution and delivery of the Master Lease;

Section 2. The School District hereby authorizes and approves the execution and delivery of Schedule No. 2 to the Master Lease in an amount not to exceed $185,600.00 for the purpose of financing the costs of the acquisition and installation of the Project;

Section 3. The persons of the School District listed below (each an " Authorized Officer") are each hereby authorized and empowered, for and on behalf of the School District, to execute, with such changes therein and modifications thereto as may be approved by the Authorized Officer executing the same, together with any contracts or agreements and certificates and other documents necessary or appropriate in connection therewith, as approved by such Authorized Officer, which approval will be conclusively evidenced by such Authorized Officer's execution and delivery thereof:

Name	Title
Richard Hasty	Superintendent
Jennifer Serkiz	Business Manager
Zachary Schroeder	Systems Administrator

Section 4. The Authorized Officers are each hereby authorized and empowered, for and on behalf of the School District, to take such actions and execute, or attest, as the case may be, and deliver, such instruments, agreements and certificates as may be necessary or appropriate to consummate the transactions authorized and approved hereby.

Section 5. The appropriate officials and employees of the School District are authorized and directed to take all such actions as may be necessary and appropriate to carry out and perform the School District's obligations and agreements pursuant thereto.

Section 6. All actions of the officers, agents and employees of the School District whether heretofore or hereafter taken that are in conformity with the purposes and intent of the foregoing resolutions be, and the same are hereby, in all respects, authorized, approved, ratified and confirmed.

PASSED AND ADOPTED BY THE [Plattsmouth Board of Education] ON [July 10, 2023].

_____
Signatory

Attest:_____

District Clerk

6270A Out-of-State Field Trip Request Form
Plattsmouth Community Schools

Name of Requestor:	Name of Group:	Date:
Luke Chadwell	Wrestling	8/7/23

Destination: Council Bluffs, IA	Departure Date: 12/8/23 Return Date: 12/9/23

Purpose of Trip: Wrestling Tournament

Transportation Required: Yes, School bus or SUV	How Funded: ☑ District Funded ☐ Grant Funded ☐ Donation/Fundraiser ☐ Other Explain:

Sponsoring Body:	Number of Staff in Attendance
Jerod Nielsen	3

Number of Students Participating:	Chaperones Required? ☑ Yes ☐ No If yes, how many? 3
20	

Notes:

6270A Out-of-State Field Trip Request Form
Plattsmouth Community Schools

Name of Requestor:	Name of Group:	Date:
Luke Chadwell	Boys and Girls Basketball	8/7/23

Destination: Council Bluffs, IA	Departure Date: 12/16/23 Return Date: 12/16/23

Purpose of Trip: Basketball Tournament

Transportation Required: Yes, School Bus	How Funded: ☑ District Funded ☐ Grant Funded ☐ Donation/Fundraiser ☐ Other Explain:

Sponsoring Body:	Number of Staff in Attendance
Connor Dyas, Justin Widick	6

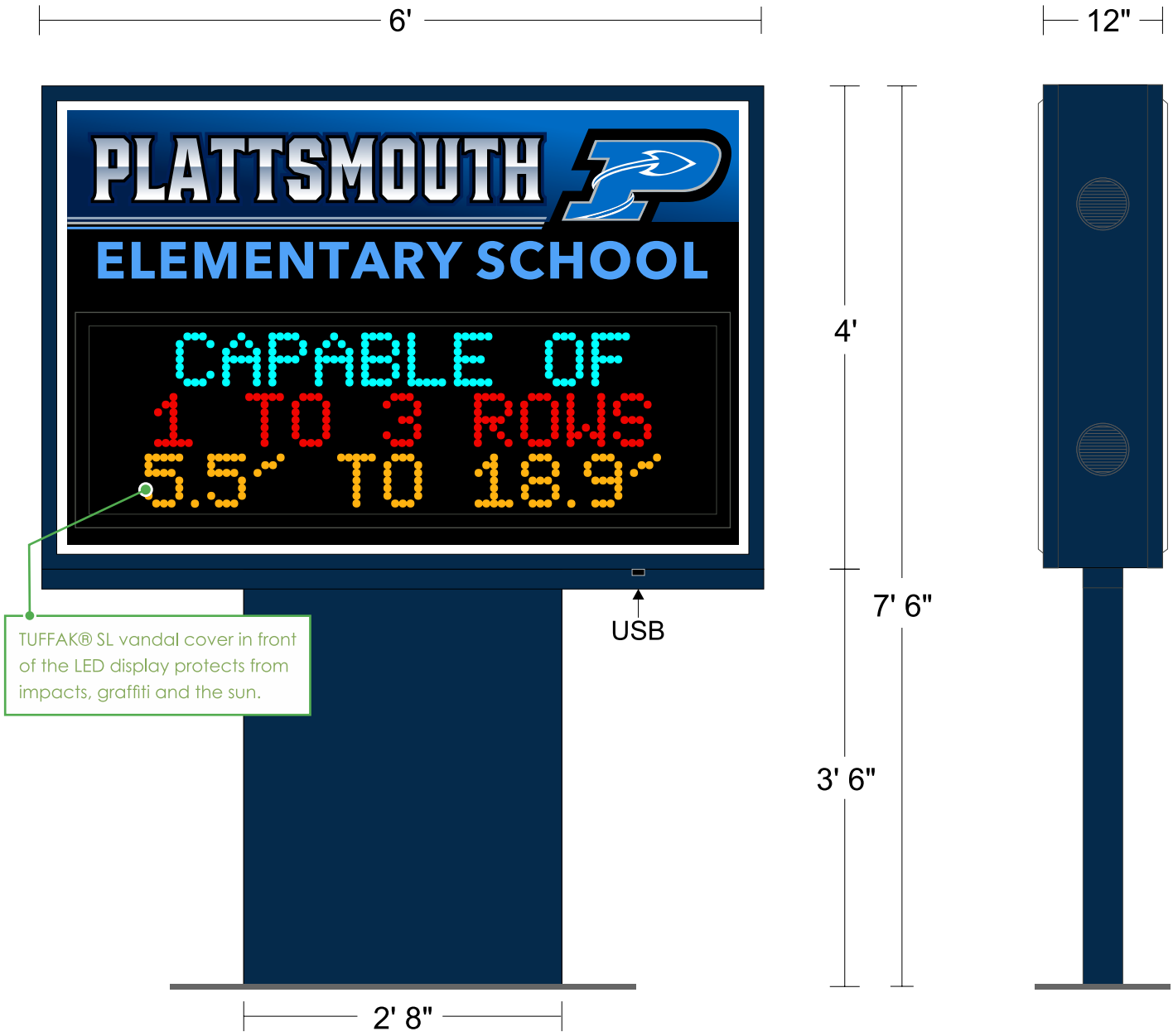
Number of Students Participating:	Chaperones Required? ☑ Yes ☐ No If yes, how many? 6
28	

Notes:

Powered by SignCommand®
signcommand.com

1015736-2-s
VECTOR graphics
Flat Dimensions: 19" x 67.5"
With bleed: 19.5" x 68"

50 YEARS+ OF EXCELLENCE



StewartSigns
ONE SIGN, ONE COMPANY
1-800-237-3928 stewartsigns.com

TekStar Color 20mm 24x80
Cabinet size: 4'x6'
Sk: 1015736-2-s Cust: 1696453
5/24/2023 F/cFleeman PROPOSAL
Scale: 3/4"=1' Cabinet Color: Blue

Signature _____
Date _____

Please confirm that all lettering, colors and graphics are correct before signing. Changes to artwork after signature is received will incur a $200 art change fee.

ACCREDITED BUSINESS BBB A+
HUNDREDS OF FIVE STAR RATINGS
MANUFACTURER DIRECT
UL LISTED
UL Energy Verified
FC

This custom artwork is not intended to provide an exact match for ink, vinyl, paint, or LED color. Signs are designed for an illuminated graphic and art is based off of this premise. Non-illumination during daylight hours may result in graphics of varying appearance. Brickwork and masonry are not included in the proposal with the exception of Cornerstone products. Measurements shown are approximations; final product dimensions may vary. LED images shown are simulated to replicate optimum viewing distance. Original design, do not duplicate.

Stewart Signs
ONE SIGN, ONE COMPANY

50 YEARS+ OF EXCELLENCE

Quote #1015736-1
Customer #1696453
Quoted 6/5/2023
Valid until 7/5/2023*

Prepared for
PLATTSMOUTH ELEMENTARY SCHOOL
1724 8TH AVE
PLATTSMOUTH, NE 68048-2359

Prepared by
Chris Fleeman
cfleeman@stewartsigns.com
1.888.237.3928 x2250

DESCRIPTION	PRICE
Double Sided Full Color TekStar Outdoor LED Sign LED display integrated inside of an aluminum sign cabinet with solar-grade polycarbonate vandal cover to protect from impacts, vandalism and the sun. **LED display** • 20mm full color at 24 pixels high by 80 pixels wide (1,920 total pixels per side) • Active display area 1'7" x 5'3" (8.3 square feet per side) • 1 to 3 rows of text and use your own images and video clips • Entire sign UL Listed and FCC Part 15 compliant See full display capabilities **Communication method** Communication provided by cellular modem and LIFETIME Cell Connect data plan. See full specifications **Sign structure and faces** • Double sided 4' x 6' sign cabinet with 12" deep extruded aluminum • TCI® industrial powder coat finish, color: Blue • Graphics digitally printed on 3M™ vinyl and adhered to inside of sign face • Internal illumination with LED lamps • TUFFAK® SL pan-formed faces removable via internal retainers • Dual leg mount with cowling (creates pedestal appearance) • Leg height: 3'6", Leg width: 2'8", Overall sign height: 7'6" • Minimum wind load rating: 120mph, exposure B • Lifetime warranty on structure & faces, including vandalism (see warranty for info) **Electrical specifications** • One 20 amp circuit, 120 volts; Max draw: 5.41 amps **Custom options** • Installation and permitting	~~$18,087.00~~ Special Price: $15,815.00 Installation: $3,750.00 Total: $19,565.00
Software SignCommand.com Cloud-based LED Sign Software FREE for the lifetime of the product. Control your sign from anywhere using any device. No monthly fees. Learn more.	Included
Freight • Shipping of sign from factory to location	Included

Special instructions
Installation and permitting estimate included

Check with your City Planner for proper Permitting procedures in your area.

Quote price includes 10 year Cellular data plan: $1,598.00

Total: $19,565.00
+ any applicable sales tax
Payment terms: 50% Down, Balance due 10 days after shipment

Stewart Signs
ONE SIGN, ONE COMPANY

50+ YEARS OF EXCELLENCE

Quote #1015736-1
Customer #1696453
Quoted 6/5/2023
Valid until 7/5/2023*

Prepared for: PLATTSMOUTH ELEMENTARY SCHOOL • PLATTSMOUTH, NE
Prepared by: Chris Fleeman • cfleeman@stewartsigns.com • 1.888.237.3928 x2250

SHIPPING INFORMATION

Invoices
PLATTSMOUTH ELEMENTARY SCHOOL
1724 8TH AVE
PLATTSMOUTH, NE 68048-2359

All items not specified here will be shipped to:
PLATTSMOUTH ELEMENTARY SCHOOL
1724 8TH AVE
PLATTSMOUTH, NE 68048-2359

Shipping terms: FOB Origin. Storage and other freight services may be added to your invoice should they be required. Unless managed installation services are included, customer is responsible for unloading of sign upon delivery. Signs greater than 6 feet wide are not eligible for lift gate services.

TERMS & CONDITIONS (*unless noted elsewhere in this quote)

TAX: Any applicable sales tax will be added to your invoice. Organizations exempt from sales tax must include exemption certificate with order.

PERMITS: Permits and zoning are the responsibilities of the buyer. Check with your city or county zoning office for proper permitting procedures in your area. Sealed engineer drawings available at additional cost.

INSTALLATION: Installation of footers, erection, electrical service to sign site, electrical hook-up, removal and/or disposal of any existing signage, and any decorative masonry are the responsibilities of the buyer. Managed installation services are available at additional cost. Watch a typical freestanding sign installation.

CANCELLATION: Any cancellation may be subject to cancellation, return, and/or restocking fees. A late fee of 1.5% per month will be charged on any overdue balances. In the event of a payment default, customer will be responsible for all of Stewart Signs' costs of collection, including but not limited to court costs, filing fees and attorney fees.

SUPPORT: US-based phone and internet support are provided FREE for the lifetime of the product. A premier service warranty is available at additional cost.

SOFTWARE: By purchasing the SignCommand.com software product, you are agreeing with the Website Terms of Use (https://www.signcommand.com/terms) and Software End User License Agreement (https://www.signcommand.com/eula).

COMMUNICATION: Connectivity requires cell service at sign site. Must be within the United States (including Puerto Rico) with 4G LTE coverage shown on the Verizon Coverage Map (https://www.stewartsigns.com/verizon-map).

DATA PLAN: By purchasing the Cell Connect Data Plan, you are agreeing with the Data Plan Terms and Conditions (https://www.signcommand.com/data-plan).

I have read and understand the Terms & Conditions above. A.J. INITIALS

ORDERING INSTRUCTIONS

1. Review this quote for accuracy. Initial the Terms & Conditions box. Sign and date the quote here.

2. Review any corresponding artwork provided with this quote. Check all spelling and colors. Sign and date the artwork.

3. Submit both documents along with your deposit payment to your sign consultant. Speak with your consultant about payment method options.

Customer's authorized signature for quote #1015736-1

SIGNATURE

PRINT NAME | DATE

Chris Fleeman 6/5/2023
Chris Fleeman, Sign Consultant

Limited Product Warranty ("Limited Warranty")

Definition of Warranty Coverage:

1) Stewart Signs (the "Company") expressly warrants to the original purchaser ("You" or "Buyer" or "Owner" or "Customer") that, for a period of five (5) years from the date of shipment (the "Warranty Period"), the electronic displays and the associated Company products (the "Product") will be reasonably free of material defects in materials and workmanship impacting Product fit, form and/or function. During the Warranty Period, the Company will, at its discretion, repair or replace any defective covered Product. The Owner will be responsible for removing and reinstalling any and all repaired or replacement parts. This Limited Warranty only applies to the Company's Product if installed, used, and maintained in the manner recommended by Company, and this Limited Warranty is conditioned upon compliance with all such instructions. Lifetime telephone support for the Product is provided, as needed.
2) In the event the Product is damaged during shipping, it is the responsibility of the Buyer to refuse delivery, causing the Product to be returned to the manufacturer for repair. Title to the Product passes to the Buyer upon the Company's delivery to the freight carrier. The Company assumes no liability for damage caused by careless handling or poor installation, except for work completed by employees of the Company. Loss or damage to the Product when in possession of the freight carrier is the responsibility of the Customer and is not covered by this Limited Warranty.
3) Any information or suggestion by the Company with respect to the Product concerning applications, specifications or compliance with zoning, codes and standards is provided solely for your convenience and without any representation as to accuracy or suitability. You must verify and test the suitability of any information with respect to the Product for your specific application.
4) Sign Structure and Sign Face: In the event the sign structure or identification/changeable copy portion of the sign malfunctions under normal use and service thereof DURING THE LIFE OF THE SIGN due to material defects in workmanship or materials, the Company will, at its option, repair or replace any defective materials. Excludes Cornerstone monument signs and other Cornerstone components.
5) Vandalism to Sign Faces: This Limited Warranty covers polycarbonate faces against breakage due to vandalism DURING THE LIFE OF THE SIGN. Warranty protection does not extend to these surfaces if damaged by gunshots, or when damaged coincident with damage to the sign cabinet in which the faces are installed. Excludes Cornerstone monument signs and other Cornerstone components.
6) Failed electronic parts or assemblies, with the exception of lamps, will be repaired or replaced, at the sole discretion of the Company. Owner bears the expense and responsibility of shipping Product to Company's Repair Center. Replacement or repaired parts are warranted to be free from material defects in material or workmanship for ninety (90) days, or for the remainder of the Warranty Period of the Product they are replacing or in which they are installed, whichever is longer.
7) The Company will repair failed LED pixels if greater than one half of one percent (0.5%) of the total number of pixels in the sign have failed in one (1) calendar year, provided the sign is installed with the recommended ventilation system for its location. The definition of pixel failure is when all LED's in the pixel will no longer emit light. Pixel repair is performed at the Company Repair Center. It is common knowledge within the sign industry that all LEDs degrade and produce less light as they age. Eventually the LEDs will require replacement even though the LEDs will still emit light. This Limited Warranty does not cover normal LED degradation.
8) Customer Obligations:
   Failure by the Customer to properly maintain the Product, including but not limited to filters and the ventilation/air conditioning systems, will void coverage for affected components. The Customer shall notify the Company immediately of equipment failure and allow the Company full and free access to the Product when required. Waiver of liability or other restriction shall not be imposed as a site access requirement. The Customer is responsible for all costs and management oversight associated with providing the Company access to the Product, providing the necessary machines, communication facilities and other equipment, inclusive of but not limited to lifting equipment. Should on-site repair be required, Customer is required to have a responsible individual on-site to provide access to the Product as well as sign off on a completed work order.
9) Exclusions and Restrictions:
   The Company reserves the right to restrict service, limit replacement parts, or invalidate this Limited Warranty to Customers whose account balance is past due.
   This Limited Warranty specifically excludes any on-site labor required to service the covered Product, including diagnosis, removal, and installation of parts and/or products. Any on-site service required by the Customer of Company technicians or a local Company-authorized service provider is billable to the Customer based on an agreed-upon written quote.
   This Limited Warranty does not apply to software. Software is covered by a separate agreement, which appears in the Company's software license agreement.
   Ballasts are covered for three (3) years.
   ID cabinet LED illumination and power supply are covered for two (2) years, when purchased as a system.
10) This Limited Warranty specifically does not cover the following:
    a) Third-party communication devices such as wireless devices and modems, which are covered by a separate electronic communication warranty.
    b) Damage to Product that has been moved from its original installation location or is mounted in a mobile structure.
    c) Cosmetic damage to the Product (including but not limited to scratches and dents that do not otherwise affect the fit, form or functionality of the Product or materially impair its use).
    d) Temperature sensor results: temperature sensors will register variable results, given local environmental factors such as direct sunlight, distance from concrete or asphalt, etc.; results are not guaranteed or covered under this Limited Warranty.
    e) Recovery or transfer of any data or software stored on the Product not originally installed on the Product by the Company.
    f) Light bulbs or lamps.

11) This Limited Warranty specifically does not cover conditions, defects or damage caused by or resulting from the following:
    a) Defects caused by: unreasonable or unintended use of Product; improper or unauthorized handling; accident; omission; neglect; vandalism (unless otherwise noted in this Limited Warranty); misuse; physical abuse; installation, use and/or fabrication, and maintenance of the Product by

any party other than the Company.

b) Damage (not resulting from manufacturing defects) that occurs while the Product is in the Owner's control and/or possession, unless otherwise noted in this Limited Warranty.

c) Extreme physical or electrical stress or interference; environmental conditions beyond the Company's control, such as man-made or naturally occurring electrochemical oxidation or corrosion and/or metallic pollutants; normal wear and tear; inadequate, improper, or surges of electrical power; lightning, floods, fire, acts of God, war, terrorism, or other external causes, including Force Majeure.

d) Unauthorized modification, including installation of third-party software on the Product.

e) Product modification or service by anyone other than: (a) the Company, (b) a Company-authorized service provider, or (c) Customer's own installation of Company approved parts with instruction from the Company. Service to damaged or malfunctioning Product which has not been ordered or authorized by the Company's Customer Satisfaction Department is not covered under this Limited Warranty and will automatically invalidate this Limited Warranty.

f) Computer viruses, Trojan horses, worms, self-replicating code or like destructive code which was not included in the Product by the Company.

g) Products installed with known or visible manufacturing defects at the time of installation.

12) All items returned to the Company must have a Return Materials Authorization ("RMA") number, available by using the contact information below. Items received without an RMA number will not be processed and will be returned to the Customer at their expense. The Customer is responsible for sending a defective part to the Company, after which the Company will send a repaired or replacement part to the Customer.

13) The Company will provide and be responsible for the cost of shipping parts from the Company to the Customer, with the exception of sign faces replaced due to vandalism. Standard shipping via the United States Postal Service or other commercial parcel delivery company is the default method of delivery. Expedited delivery is available to the Customer at his or her expense. The Customer will provide and be responsible for the cost of shipping parts to the Company.

14) Warranty claims must be registered with the Company within thirty (30) days of damage or malfunction. To register a claim, the Customer must contact the Company at the location specified below and provide (a) his or her name and any other required contact information, (b) Product and purchase descriptions, and (c) the nature of the defect. The Company reserves the right (at its sole discretion) to require proof of original purchase (e.g. paid invoice, receipt) and to visit the site of the installation or to require documentation of the claim before assuming any responsibility under the provisions of this Limited Warranty.

15) THE LIMITED WARRANTIES SET FORTH HEREIN ARE THE ONLY WARRANTIES MADE BY THE COMPANY IN CONNECTION WITH THE PRODUCT. THE COMPANY CANNOT AND DOES NOT MAKE ANY IMPLIED OR EXPRESS WARRANTIES WITH RESPECT TO THE PRODUCT, AND DISCLAIMS ALL OTHER WARRANTIES, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. THE COMPANY'S SOLE OBLIGATION UNDER THIS LIMITED WARRANTY SHALL BE TO REPAIR OR REPLACE MALFUNCTIONING OR DEFECTIVE PARTS OF THE PRODUCT. BUYER ASSUMES ALL RISK WHATSOEVER AS TO THE RESULT OF THE USE OF THE PRODUCT PURCHASED, WHETHER USED SINGULARLY OR IN COMBINATION WITH ANY OTHER PRODUCTS OR SUBSTANCES.

16) NO CLAIM BY BUYER OF ANY KIND, INCLUDING CLAIMS FOR INDEMNIFICATION, SHALL BE GREATER IN AMOUNT THAN THE PURCHASE PRICE OF THE PRODUCT WITH RESPECT TO WHICH DAMAGES ARE CLAIMED. IN NO EVENT SHALL COMPANY BE LIABLE TO BUYER IN TORT, CONTRACT OR OTHERWISE, FOR ANY SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, RELIANCE, PUNITIVE OR EXEMPLARY DAMAGES, OR FOR LOSS OF PROFIT, REVENUE OR USE, IN CONNECTION WITH, ARISING OUT OF, OR AS A RESULT OF, THE SALE, DELIVERY, SERVICING, USE OR LOSS OF USE OF THE PRODUCT SOLD HEREUNDER, OR FOR ANY LIABILITY THAT BUYER HAS TO ANY THIRD PARTY WITH RESPECT THERETO.

Contact Information:
Stewart Signs Customer Satisfaction
2201 Cantu Court, Suite 215
Sarasota, FL 34232
Phone: 855-841-4624
Web: www.stewartsigns.com/support/
Email: support@stewartsigns.com

Stewart Signs
ONE SIGN, ONE COMPANY

2201 Cantu Court #215 Sarasota, FL 34232 ● 1.800.237.3928 ● Fax: 1.800.485.4280

Customer Installation Agreement and Specification

Prepared for Customer # 1696453– PLATTSMOUTH ELEMENTARY SCHOOL

1. Zoning

Permits: TO BE PAID BY THE CUSTOMER

- Sealed Engineer Drawings, if required by the local zoning department, and the permit with all acquisition fees will be invoiced separately. If the permit is denied, the customer is no longer obligated to this agreement and only responsible for any Engineer drawing and applicable permit acquisition cost(s).

Site Plan, Permit Documents Required by Local Jurisdiction is Customer Provided.

- A site plan is required **prior** to initiating any permitting or installation work. See attached Sample Site Plan.
- A site plan (plot plan) is a detailed map of the customer's property that typically includes location, with dimensions, of the property lines, buildings, sidewalks, streets, existing signs, and the desired location for the new sign(s). Measurements for the placement of the new sign should be from fixed locations with tolerance for up to =/- 6".
- On site installer survey is fee based and invoiced separately.

Permit Variance:

- Stewart Signs does not become involved in Variance applications and it is not part of this agreement. The customer is responsible for cost associated with variance proceedings.

2. Project Completion Time Line

- **Installation** will occur within 2-5 weeks from the sign shipment date. Standard installation consists of establishing a footer, sign tip up, and connection.

3. Installation Site Conditions

Site Conditions:

- The site will be free and clear of obstructions with adequate access for installation crews and equipment.

Underground Obstructions:

- The customer is responsible to specify sign location on the site plan
- The installer is responsible for A "Utility Dig" service to mark all underground utilities for sign site.
- Stewart Signs is not responsible for any damages or losses that are caused by unmarked underground obstructions.

Digging Conditions:

Unless noted in an addendum, installation costs are based on:

- Normal, undisturbed soil with no rock, fill, concrete, coral, asphalt, frozen conditions, etc.
- A water table below the depth of the required footer.
- Ground water intrusion into the foundation will incur additional costs.
- **Winter install is not part of this agreement and will require additional costs.**

4. Standard Working Hours

- Standard working hours are 8:00am to 5:00pm, Monday through Friday, excluding legal holidays.
- If additional trips are required due to some action or decision by the customer or an Act of God, the customer will be responsible for additional travel costs.

5. Materials

- If installation requires new footer**,** all necessary materials including concrete and rebar will be supplied by installer.

6. Disposal of installation materials and minor damages

- The installer will dispose of the excavated soil, crating material, and any installation debris.
- Good working practices are observed to leave each site in good condition.
- Minor cosmetic damages to the property such as tire ruts, spilled concrete, displaced soil, landscaping, etc. are to be considered normal.

7. Electrical: Customer provided

- **Electrical** circuit wiring to within 3 feet of the sign is the responsibility of the customer.
- **All** electrical work must be completed by a licensed electrician and meet all state and local electrical codes.
- The recommended voltage and amperage for each dedicated circuit is printed on the Sign Quote Form.
- If electric/data is not at the sign at the scheduled installation, the customer assumes responsibility for connectivity.

8. If Your Sign is Wi-Fi Wireless, Customer Provided Cabling Requirements and Building Penetration

- Wireless communication between the building's network and the LED sign requires mounting a wireless device on the outside of the building in line-of-sight between **the antenna** on the sign and the **wireless device on the building**. The installer will connect the building antenna if it is 10' or less from the ground level and there at the time of the scheduled installation, provided that the Cat5 cable has been penetrated through building wall, otherwise the customer assumes responsibility for connectivity. The customer is responsible for internal wiring and conncetions to their network device.
- Wall penetration is governed by local building and fire codes. Building membranes and other wall construction designs may require special consideration and inspecting for wiring, plumbing, ductwork, etc. before penetrating any wall.
- **Stewart Signs does not perform building penetrations as part of the sign installation process**. The wireless device weighs approximately 3 ounces and is attached to the building using mounting brackets and the hole sealed with silicone.
- Contact Stewart Signs at 855-841-4624 for any programming concerns or questions.

9. Post Agreement Changes: Circumstances may change during the installation process.

- Stewart Signs will inform the customer of any additional costs when unforeseen conditions occur. The install will stop until the additional cost receives written approval.

10. Installation onto existing structures: IF APPLICABLE TO THE EXTENT PERMITTED BY STATE LAW:

- Customer shall agree to defend, idemify, and hold harmeless Stewart Signs and the installer from liability and claim as new sign is being installed onto existing structure and footer. Stewart Signs and installer are NOT responsible for the integrity of the existing structure or footer.

Scope of work to include: *Remove and dispose of current sign, dig, form and pour new footer, set sign, final electrical connection to sign, power up test of sign.*

ADDENDUMS

- **Electric provided by customer must be with in 3 feet of the install location at the time of installation for final connection to be made by installer. If electric is NOT available at the time of installation final connection becomes the customer responsibility.**
- **Removal and Disposal of existing signage INCLUDED**
- **Permit fees are included. Permit and Sealed engineered drawings, if required by local jurisdiction will be billed to the customer. All costs will be itemized and invoiced to the customer at project completion.**

***** Any change to this agreement requires signed approval by both the customer and Stewart Signs.***

Installation price: Included in Quote
Price valid until: 08/5/2023
Sign type and size: DS TekStar 4x6 20mm 24x80
Quote #: 1015736/1
OAH: 7'6"
Windload: 120mph

INTERNAL USE ONLY

The foregoing agreement is exclusive and in lieu of all other agreements whether written, oral, or implied.
I understand and agree to the above standards and conditions.

Responsible person's signature: _____ Title: _____ Date: ___/___/_____

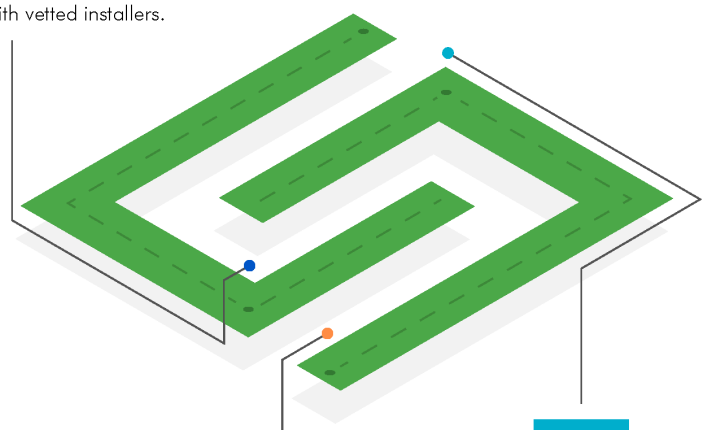
Print name: _____

Organization name: _____ Phone: (_____) _____-_____

WE BUILT YOUR SIGN
LET US INSTALL IT TOO

COST EFFECTIVE
We have delivered over 50,000 signs across the country and have established relationships with vetted installers.

EFFICIENT AND COMPREHENSIVE PROCESS
From order processing, until your installation is complete and your sign is fully operational we cover everything in between.



PEACE OF MIND
A dedicated project manager will work with you throughout the entire project.

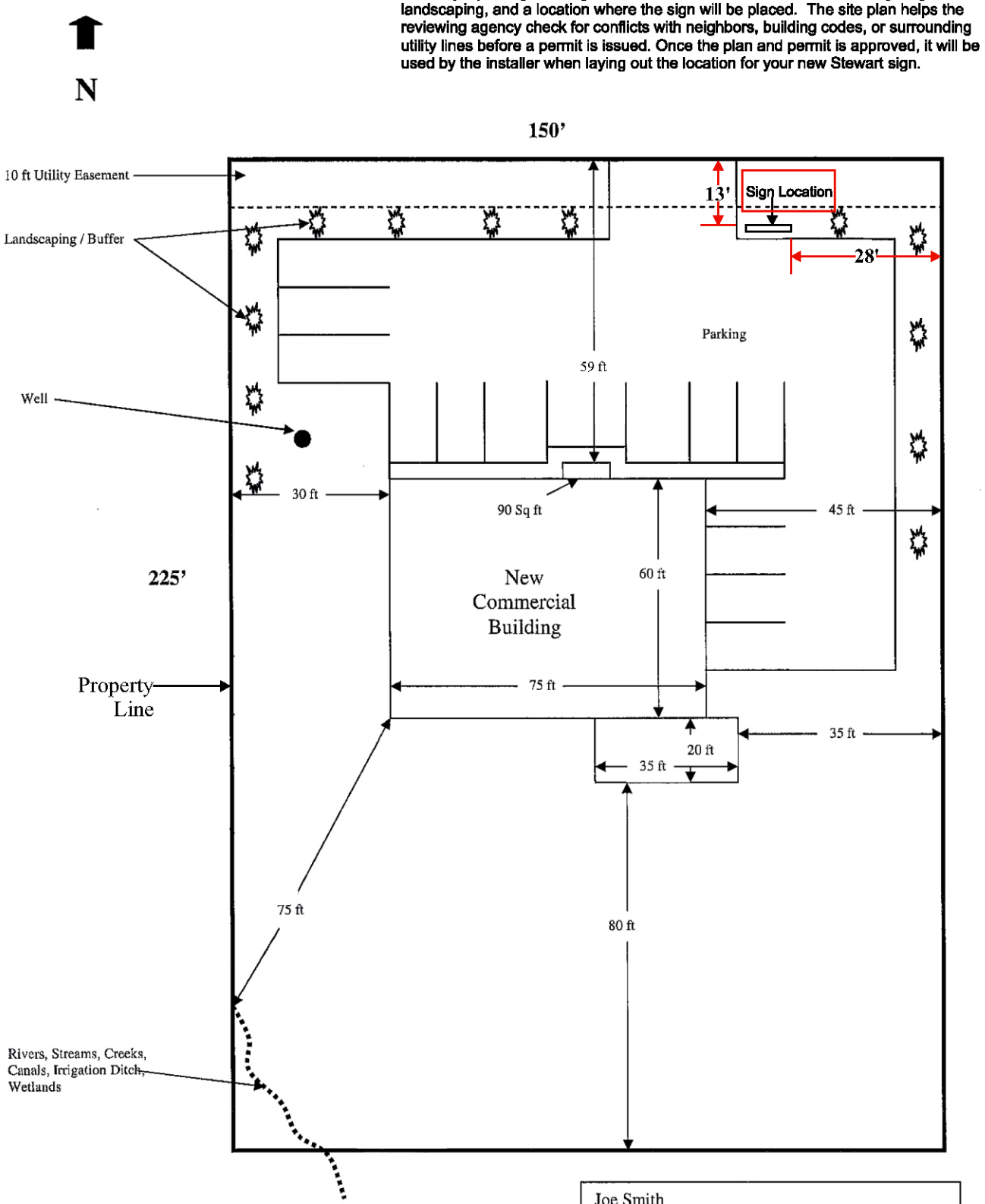
EXPERTISE
We have over 50 years experience in manufacturing signs. We know the product better than anyone else.

- ✓ Comprehensive project management
- ✓ Trusted network of local installers
- ✓ Zoning / Code Check
- ✓ Permits
- ✓ Sign Shipment Coordination
- ✓ Pre-install Inspection of Sign
- ✓ Removal of Existing Footer / Sign
- ✓ Quality Check
- ✓ Site Clean-up

stewartsigns.com ▪ 800-237-3928

What is a Site Plan?

A key component in getting a sign project approved is a property site plan. Many jurisdictions will require one before moving forward in the permitting and installation process. A site plan usually shows measurements along with a building footprint, roadways, parking, drainage facilities, sewer lines, water lines, trails, lighting, landscaping, and a location where the sign will be placed. The site plan helps the reviewing agency check for conflicts with neighbors, building codes, or surrounding utility lines before a permit is issued. Once the plan and permit is approved, it will be used by the installer when laying out the location for your new Stewart sign.



SAMPLE SITE PLAN

NOTE: All easements must be shown and identified.

Joe Smith
100 W. Anywhere Street
Parcel # 55-55-55-55-5555
Ph. 555-555-5555
Scale: 1" = 30'
Put Drawing Scale Here

Stewart Signs
ONE SIGN, ONE COMPANY

DIRECT DEBIT AUTHORIZATION FORM

TRANSACTION REQUESTING

☒ **One time deposit transaction in the amount of $** 9,783.00 (Attach filled out/signed faxed check)

☐ **Recurring monthly payment plan** (Attach voided/blank check. Payment withdrawals begin 30 days after shipment.)

☐ **Change of bank account information** (Complete the Authorization Section and attach a voided check for the NEW account)

☐ **Cancel participation** (Complete and sign the Cancellation Section of this form)

AUTHORIZATION SECTION	
BUSINESS NAME (as it appears on your bank statement)	**Contact Name**
	Contact Position
ADDRESS	**Phone**
	Fax

The customer identified above ("Customer") authorizes Redmont Sign, LLC dba Stewart Signs ("Stewart Signs") to initiate scheduled recurring / one time electronic fund transfers from Customer's bank account identified herein for payments due from time to time for products and services provided by Stewart Signs. Customer understands that it may at any time, by written notice delivered by certified mail to Stewart Signs, request that electronic transfers from the bank account identified pursuant to this authorization be discontinued, and that Stewart Signs will not initiate further electronic transfers from this account after Stewart Signs has received written notice and has had a reasonable period of time in which to act upon it. The written notice of change/cancellation must be received at least thirty (30) days prior to the date the cancellation is to take effect. (This is an addition to Customer's rights to stop payment by directly contacting the financial institution for the bank account listed herein.)

Customer hereby irrevocably covenants, promises and agrees to indemnify and hold Stewart Signs and its affiliates, officers, directors, agents, employees and shareholders harmless from and against any and all losses, claims, expenses, suits, damages or liabilities of any kind which Stewart Signs may sustain or to which Stewart Signs may become subject arising out of or relating in any way to the use of this Authorization, including all claims or liabilities of any kind with respect to bank charges and fees customer may receive in error or otherwise, and including in each case reasonable attorneys' fees, costs and expenses incurred in defending against or enforcing any such losses, claims, expenses, suits, damages or liabilities.

By signing this form, I hereby certify that I have authority on behalf of Customer to authorize this transaction and, that Customer hereby releases Redmont Sign LLC Stewart Signs from all liability stemming from the validity, correctness or genuineness of the information I have provided herein. I further acknowledge that I have received a copy of this authorization on behalf of Customer.

FINANCIAL INSTITUTION	ROUTING/ABA #
BRANCH	ACCOUNT #
CITY/STATE/ZIP	Please attach check.

AUTHORIZING SIGNATURE:_____ **Date Signed:** _____

CANCELLATION SECTION

I hereby cancel the Authorization for Stewart Signs to originate direct debit funds transfers from the bank account listed above, effective_____. I understand that this written notice of change/cancellation must be received by Stewart Signs at least thirty (30) days prior to the effective date of cancellation, and that I must allow Stewart Signs a reasonable opportunity to act on this cancellation/change.

AUTHORIZING SIGNATURE:_____ Date Signed: _____

Please mail this form with check to the address below, or fax to **800-485-4280**

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, Luke Chadwell, certify that I am the head of the Plattsmouth Youth Basketball/Volleyball 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

LC **1. I agree that our organization will utilize facilities in a low-risk manner on a limited basis (list the proposed dates of usage: August 15, 2023 – July 31, 2024) for the following purpose(s):**

Various weeknight, weekend practice dates TBD, Various league dates on weekends TBD.

LC **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
Luke Chadwell, President		7/21/23
Justin Widell		7/24/23

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, Sept. 12, 2022

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT APPLICATION FOR USE OF SCHOOL FACILITIES

(Reviewed annually by the Board of Education)

Name of Organization Making Request: Plattsmouth Junior Youth Association Date: 7/10/2023

Type of Organization and Type of Activity or Event

- X Event or activity that is designed to serve students of the District. *Describe*: Youth football games
- ___ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe*: ___
- ___ Nonprofit community agency such as a private educational agency. *Describe*: ___
- ___ Group in which the majority of the members reside within the District. *Describe*: ___
- ___ Other. *Describe*: ___

Facilities Requested. Building: PHS Areas: Football field, Concessions, Pressbox, Bathrooms

Practice/Rehearsal: Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Competitions: Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Games - No Admission

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours
*8/19/23 - 10/15/23	Sundays	11am-6pm	Y	*5h/week

*Exact Schedule to come later once set by league - anticipate 3-4 home games in this timeframe

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: Youth football games - no other fields available with lines + goal posts

No. of Anticipated Users and Spectators: ___ Concessions/Food Served: (Yes) No Describe: ___

Set Up or Tear Down Required by District: None, volunteers to complete

Type of Cleaning Required During and Afterwards: None, volunteers to complete

Special Equipment to be Used (District & Organization): Bathrooms, Concessions, Pressbox (including Scoreboard)

FEES (To Be Completed by Superintendent or Superintendent's Designee; see page 2)

Policy Compliance and Acceptance of Liability

Applicant shall procure, at its own expense, a 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 $5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured and $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

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.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Plattsmouth Community Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

Name, Position	Signature	Date
Wendy Zielke, President	Wendy K Zielke	7/10/2023
Stefanie Mace, Treasurer	Stefanie Mace	7/10/2023

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 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, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023, May 8, 2023

SCHEDULE OF FEES

(To be completed by the Superintendent or the Superintendent's Designee)

PLATTSMOUTH EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

FACILITIES HOURLY USE FEES SCHEDULE

(does not include fees for custodial services, audio/lighting technician, food service, etc.)

FEES ARE DOUBLE FOR GROUPS NOT RESIDING IN THE PLATTSMOUTH DISTRICT, except that they shall pay $125/hr. for use of the synthetic turf football/soccer/marching band field or baseball/softball field. If lights are needed for these fields, there will be an additional fee of $75 per hour.

Practice/Rehearsal Hours OR ___ Fees are waived because the organization agrees to the *District Conditions for Fee Waivers* identified in Board Policy 1100 OR ___ Fees are waived because this is deemed a civic organization that helps promote the District's mission of working in partnership to ensure Civic Engagement and the activity is designed to serve students of the District (Requires Board of Education Approval) Date of BOE Approval _____, 20___	**$5 per hour**
Competition Hours	**$10 per hour** **(effective Aug. 1, 2023)**

*Supervision fees will be assessed when a District employee or Board member is not present to supervise the activity)

Gym, Fitness Center/Wrestling Room, Commons, Lunchroom, or Media Center

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

Auditorium

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Audio and lighting technician @ $20 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

Kitchen

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Food service staff member @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

Athletic Fields

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

Classroom

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

Administration Center Board Room or Conference Room

Fee for facilities use (see schedule above)	**Total hrs. requested** _____	**Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.)	**Total hrs. needed** _____	**Item cost $**_____

$100 Custodial deposit for days when school is not in session **Item cost $_____**

Cost for Volunteer Applications **Total # of Volunteer Applications _____** **Item cost $ _____**

TOTAL COST $_____

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 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, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023
Revised: May 8, 2023

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT APPLICATION FOR USE OF SCHOOL FACILITIES

(Reviewed annually by the Board of Education)

Name of Organization Making Request: Plattsmouth Junior Youth Association **Date:** 7/10/2023

Type of Organization and Type of Activity or Event

X Event or activity that is designed to serve students of the District. *Describe*: Youth football practice
___ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe*: _____
___ Nonprofit community agency such as a private educational agency. *Describe*: _____
___ Group in which the majority of the members reside within the District. *Describe*: _____
___ Other. *Describe*: _____

Facilities Requested. Building: PHS **Areas:** football field

Practice/Rehearsal:Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours
8/19/2023 – 10/14/2023	Wednesday Saturday	6-8pm 9-10am	Y	3hr/wk

Competitions: Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):

Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: Youth football practice - no other fields available with lines + goal posts

No. of Anticipated Users and Spectators: _____ Concessions/Food Served: Yes (No) Describe: _____

Set Up or Tear Down Required by District: None, volunteers to complete

Type of Cleaning Required During and Afterwards: None, volunteers to complete

Special Equipment to be Used (District & Organization): _____

FEES (To Be Completed by Superintendent or Superintendent's Designee; see page 2)

Policy Compliance and Acceptance of Liability

Applicant shall procure, at its own expense, a 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 $5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured and $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.
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.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Plattsmouth Community Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

Name, Position	Signature	Date
Wendy Zielke, President	Wendy K Zielke	7/10/2023
Stefanie Mace, Treasurer	Stefanie Mace	7/10/2023

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 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, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023, May 8, 2023

SCHEDULE OF FEES

(To be completed by the Superintendent or the Superintendent's Designee)

PLATTSMOUTH EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

FACILITIES HOURLY USE FEES SCHEDULE

(does not include fees for custodial services, audio/lighting technician, food service, etc.)

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Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Auditorium

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
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Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Kitchen

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Food service staff member @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
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Athletic Fields

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Classroom

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Administration Center Board Room or Conference Room

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

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