

June Regular Meeting
Monday, June 10, 2024 6:00 PM
Supt Office

1. Call Meeting to Order - This regular meeting of the Plattsmouth Community Schools Board of Education is called to order on June 10, 2024 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 June 4, 2024 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: Allen, Foster, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters, Woracek
6. Motion to excuse absences
7. Consent Agenda
 - 7.1. Agenda
 - 7.2. Minutes of the May 13, 2024 Regular Meeting
 - 7.3. Treasurer's Report
 - 7.4. Review of the Control Budget
 - 7.5. Claim and transfer in the amount of: \$250,721.79
Prepays: \$10,961.91
 - 7.6. The administration recommends that elementary school teacher Cathy Johnson be released from her contract effective at the end of the 2023-2024 contract year.
 - 7.7. The administration recommends that language resource teacher Kristina Rivas be released from her contract effective at the end of the 2023-2024 contract year.

- 7.8. The administration recommends that elementary media specialist Melanie Anderson be released from her contract effective at the end of the 2023-2024 contract year.
- 7.9. The administration recommends the transfer of Emily Morlan to our data manager/administration center office manager position effective June 17, 2024.
- 7.10. The administration recommends the hiring of elementary teacher Ciara Caniglia effective with the 2024-2025 contract year.
- 7.11. The administration recommends the hiring of elementary teacher Rhonda Heim effective with the 2024-2025 contract year.
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.
9. Operations Committee report
10. Finance Committee Report
11. Committee on American Civics Report
12. Negotiations Committee Report
13. Recess (approximately 5-10 minutes) at the discretion of the President
14. Celebration of Excellence
 - 14.1. Congratulations to our PCS soccer student-athletes who earned All-State recognition.

Lincoln Journal Star:
Boys Soccer: Dominic Vercellino and Logan Ksiazek - Honorable Mention

Girls Soccer: Hailey Sanchez, Julia Sweeney, and Ireland Todd - Honorable Mention

Omaha World-Herald:
Boys Soccer: Dominic Vercellino - 2nd Team, Traceson Skalberg and Logan Ksiazek - Honorable Mention

Girls Soccer: Hailey Sanchez, Julia Sweeney, and Ireland Todd - Honorable

Mention

- 14.2. Congratulations to our PCS baseball student-athletes who earned All-State recognition.

Omaha World-Herald: Gage Olsen (Infield) and Gabe Villamonte (Pitcher) - 1st Team; Caleb Adkins, Eli Horner, Henry Loontjer, and Logan Wooten - Honorable Mention; Gage Olsen also earned 2nd Team All-Nebraska (Infield)

15. Administration Reports

- 15.1. Superintendent's Report
- 15.2. High School Principal's Report
- 15.3. Middle School Principal's Report
- 15.4. Elementary Principal's Report
- 15.5. Early Childhood/Head Start Report
- 15.6. Special Education Report

16. Action Items

- 16.1. Discuss, consider, and take all action to approve a trip request for PHS track to attend a pole vault camp at Washburn University in Topeka, KS.
- 16.2. Discuss, consider, and take all action to approve an addendum to the 2024-2025 Negotiated Agreement such that "The Extra Duty Schedule of the agreement shall be modified to include the following additions: MS and HS Head Girls Wrestling Coach - 19% and MS and HS Assistant Girls Wrestling Coach - 14%."
- 16.3. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Ryelee Winters.
- 16.4. Discuss, consider, and take all action to approve the second reading of Policy Series 9000 By-laws of the Board (Committee on American Civics).
- 16.5. Discuss, consider, and take all action to approve the final reading of Policy Series 3000 Business Operations (Finance Committee).
 - 16.5.1. Policy 3012 Operational Finance - Management of Capital Reserves

- 16.6. Discuss, consider, and take all action to approve the first reading of Policy 1050 Access to Records.
- 16.7. Discuss, consider, and take all action to approve the first reading of 3130 Purchasing Policies.
- 16.8. Discuss, consider, and take all action to approve the first reading of 3140 Contracting for Services.
- 16.9. Discuss, consider, and take all action to approve the first reading of 3571 Meal Charge Policy.
- 16.10. Discuss, consider, and take all action to approve the first reading of 4141 Teacher Training.
- 16.11. Discuss, consider, and take all action to approve the first reading of 5006 Option Enrollment Policy.
- 16.12. Discuss, consider, and take all action to approve the first reading of Policy 5008 Attendance and Excessive Absenteeism.
- 16.13. Discuss, consider, and take all action to approve the first reading of 5101 Student Discipline.
- 16.14. Discuss, consider, and take all action to approve the final reading of 5106 Student Personal Electronic Devices.
- 16.15. Discuss, consider, and take all action to approve the first reading of Policy 5205 Graduation.
- 16.16. Discuss, consider, and take all action to approve the final reading of 5417 School Wellness Policy and 5417AR Administrative Regulation.
- 16.17. Discuss, consider, and take all action to approve the first reading of 6111 Classroom Environment.
- 16.18. Discuss, consider, and take all action to rescind Policy 6310 Textbook Loans.
- 16.19. Discuss, consider, and take all action to approve the first reading of 6700 Firearm Policy.
- 16.20. Discuss, consider, and take all action to approve the first reading of Policy 8240 Membership in School Board Associations.

- 16.21. Discuss, consider, and take all action to approve Policy 8342 Designated Method of Giving Notice of Meetings.
 - 16.22. Discuss, consider, and take all action to approve the first reading of Policy 8346 Public Participation at Board Meetings.
 - 16.23. Discuss, consider, and take all action to approve a memorandum of understanding (MOU) with the Nebraska Methodist College - The Josie Harper Campus.
 - 16.24. Discuss, consider, and take all action authorizing the superintendent to sell or dispose of ovens / ranges located at high school, curriculum material and scoreboards at the elementary school.
 - 16.25. Discuss, consider, and take all action to approve an out-of-state trip for our boys and girls high school basketball teams competing in games at the Mid-America Center in Council Bluffs, IA on Dec. 21, 2024.
 - 16.26. Discuss, consider, and take all action to approve a special education and student services agreement with ESU #3 from Aug. 1, 2024 to July 31, 2025.
 - 16.27. Discuss, consider, and take all action to approve the PCS and ESU #3 2024-2025 Driver Education Contract.
 - 16.28. Discuss, consider, and take all action to approve the 2024-2025 Early Head Start / Sixpence / Birth to Three, Conestoga and PECC Parent Handbooks.
 - 16.29. Discuss, consider, and take all action to compensate PCS employees for the day (May 15, 2024) when classes were canceled and buildings were closed due to inadequate water pressure.
 - 16.30. Discuss, consider, and take all action to approve a request from the Plattsmouth Junior Youth Association to hold a youth football and cheer camp on the PHS turf football field from 6:30 PM to 8:30 PM on July 23 and 24, 2024.
17. Announcements
 - 17.1. UPDATE - Next meeting: Monday, July 15, 2024, 6 PM Regular Meeting
18. ADJOURNMENT
19. *Closed Session: If, during the course of the meeting, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meeting Act.

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

**May Regular Meeting
Monday, May 13, 2024 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 May 13, 2024 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 May 7, 2024 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: Allen, Foster, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters, Woracek

6. Motion to excuse absences

Motion to approve the absence of Siemonsma. Motion by Winters and seconded by Shuey.
Motion passed 8-0.

7. Consent Agenda

Motion by Winters and seconded by Foster to approve the Consent Agenda. **Motion passed 8-0.**

7.1. Agenda

7.2. Minutes of the Apr. 3, 2024 Special Meeting

7.3. Minutes of the Apr. 8, 2024 Special Meeting

7.4. Minutes of the Apr. 8, 2024 Regular Meeting

7.5. Minutes of the May 2, 2024 Committee on American Civics Open Meeting

7.6. Treasurer's Report

7.7. Review of the Control Budget

7.8. Claim and transfer in the amount of: 457,106.83

Prepays: 7766.04

7.9. The administration recommends that elementary school teacher Deb Wiseman be released from her contract effective at the end of the 2023-2024 contract year.

7.10. The administration recommends the hiring of elementary school teacher Rose M. Goeres effective with the 2024-2025 contract year.

7.11. The administration recommends the hiring of elementary school teacher Angela C. Magee effective with the 2024-2025 contract year.

7.12. The administration recommends the hiring of elementary school teacher Rebekah A. Saddler effective with the 2024-2025 contract year.

7.13. The administration recommends the hiring of Max Yarnell with a student teaching stipend agreement for the first semester of the 2024-2025 school year.

7.14. The administration recommends the hiring of early childhood school social worker/licensed mental health practitioner Elizabeth Davis effective with the 2024-2025 contract year.

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.

No one addressed the Board.

9. Middle School Report

No report was given at this time.

10. Operations Committee Report

Foster provided an update regarding the recent committee meeting.

11. Finance Committee Report

Tesarek-Parsons provided an update regarding the recent committee meeting.

12. Committee on American Civics Report

Chair Shuey provided an update regarding the recent committee meeting.

13. Negotiations Committee Report

Chair Tesarek-Parsons, provided an update regarding the recent committee meeting.

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

5-minute recess was called by Harvey.

15. Celebration of Excellence

15.1. Congratulations to our students listed in the attachment who earned 2023-2024 Nebraska State Colleges Multi-Activity Student Awards. For more information about this award, check out the additional attachment.

15.2. Congratulations to our students who competed in the National Individual Events Tournament of Champions (i.e. Speech Nationals)

Samantha McKnight - Informative and Original Oratory (Persuasive)

Kaia Shotkoski - Program Oral Interpretation

Joel Moore - Humorous Interpretation

Alden McKnight and Joel Moore - Duet Acting

15.3. Congratulations to our PHS baseball team for competing in the Class B State Baseball Tournament.

15.4. Congratulations to our high school student-athletes who will be competing in the Class B State Track and Field Championships.

Peyton Aughenbaugh - pole vault

Kayla Briggs - long jump and triple jump

Stella Campin - shot put

Elijah Dix - 3200 meter run

Aizyn Fulmer - 200 meter dash

Orion Parker - shot put

Mallory Robbins - 1600 meter run and 3200 meter run

15.5. Congratulations to our students who earned Spring 2024 Nebraska Chiropractic Physicians Association (NSCA) Academic All-State Awards.

Baseball - Gage Olsen and Gabe Villamonte

Journalism - Ciara Basch and Haylie Briggs

Music - Samantha McKnight and Gertrude Yoder

Boys Soccer - Logan Ksiazek

Girls Soccer - Ireland Todd and Ciara Whitley

Boys Track and Field - Liam LaSure and Hunter Mazzulla

Girls Track and Field - Kayla Briggs and Mila Wehrbein

15.6. Congratulations to Josh Hudson for being selected to play in the Spring Mixer with the UNL Band at the 2024 Husker Spring Game.

15.7. Congratulations to Lily Guthner, Eli Horner, and Gerti Yoder for earning All-State Choir recognition from the Nebraska Choral Directors Association.

16. Administration Reports

16.1. Superintendent's Report

16.2. High School Principal's Report

16.3. Middle School Principal's Report

16.4. Elementary Principal's Report

16.5. Early Childhood/Head Start Report

16.6. Special Education Report

16.7. Instructional Services Report

17. Action Items

17.1. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from London Drewes.

Motion to approve 17.1 through 17.9 relative to early graduation requests. Motion by Muller and seconded by Winters. **Motion passed 8-0.**

17.2. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Elijah Golden.

17.3. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Connor Hills.

17.4. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Howard Houle.

17.5. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Kycen Lamb.

17.6. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Sarah (Alex) Lehmer.

17.7. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Chloe McKinney.

17.8. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Makayla Nabity.

17.9. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Gage Slavicek.

17.10. Discuss, consider, and take all action to approve a 2024-2025 Early Graduation Request from Rylee Winters.

No action taken. Student not present.

17.11. Discuss, consider, and take all action to approve the first reading of Policy Series 9000 By-laws of the Board (Committee on American Civics).

Motion passed 8-0 with a motion by Muller and seconded by Shuey.

17.12. Discuss, consider, and take all action to approve the second reading of Policy Series 3000 Business Operations (Finance Committee).

Motion passed 8-0 with a motion by Foster and seconded by Winters.

17.13. Discuss, consider, and take all action to approve the first reading of 3012 Operational Finance - Management of Capital Reserves.

Motion passed 8-0 with a motion by Muller and seconded by Foster.

17.14. Discuss, consider, and take all action to approve the final reading of Policy Series 5000 Students (Committee on American Civics).

Motion passed 8-0 with a motion by Foster and seconded by Shuey.

17.15. Discuss, consider, and take all action to approve the first reading of 5106 Student Personal Electronic Devices.

Motion passed 8-0 with a motion by Muller and seconded by Winters.

17.16. Discuss, consider, and take all action to approve the first reading of 5417 School Wellness Policy and 5417AR Administrative Regulation.

Motion passed 8-0 with a motion by Foster and seconded by Winters.

17.17. Discuss, consider, and take all action to approve the final reading of 4112S Tuition Reimbursement for Support Staff.

Motion passed 7-0-1 with a motion by Muller and seconded by Foster. Woracek: Abstain (With Conflict).

17.18. Discuss, consider, and take all action to approve the final reading of 4133 Substitute Teachers.

Motion passed 8-0 with a motion by Winters and seconded by Harvey.

17.19. Discuss, consider, and take all action to approve the 2024-2025 PCS Support Staff Handbook.

Motion passed 8-0 with a motion by Foster and seconded by Muller.

17.20. Discuss, consider, and take all action to approve the 2024-2025 Plattsmouth Learning and Universal Support (PLUS) Center Handbook.

Motion passed 8-0 with a motion by Foster and seconded by Shuey.

17.21. Discuss, consider, and take all action authorizing the superintendent to sell a Safety Speed H5 Vertical Panel Saw (with a Dust System 2 1/4 HP Motor (740CC), Complete Quick Stop Gauge System (H6460), Wheel Kit (H10), Stand (H20).

Motion passed 8-0 with a motion by Winters and seconded by Foster.

17.22. Discuss, consider, and take all action authorizing the superintendent to dispose of curriculum materials.

Motion passed 8-0 with a motion by Foster and seconded by Muller.

17.23. Discuss, consider, and take all action to approve one-year addendum to the school resource officer (SRO) contract for interlocal services and cooperation between the Plattsmouth Community Schools and the City of Plattsmouth.

Motion passed 8-0 with a motion by Foster and seconded by Winters.

17.24. Discuss, consider, and take all action to approve the 2024-2025 PCS and Bloom to Grow Therapy Services independent contractor agreement.

Motion passed 8-0 with a motion by Winters and seconded by Shuey.

17.25. Discuss, consider, and take all action to approve the 2024-2025 PCS and Meredith Adkins contractor services agreement.

Motion passed 8-0 with a motion by Winters and seconded by Foster.

18. Announcements

18.1. Next meeting: Monday, June 10, 2024 6 PM Regular Meeting

19. ADJOURNMENT

Motion to adjourn at 7:34 PM. **Passed 8-0** with a motion by Allen and a second by Muller.

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

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

Chairperson

Superintendent

DRAFT



Do Not Use For Account Transactions
PO BOX 3009
MONROE, WI 53566-8309

PLATTSMOUTH COMMUNITY SCHOOL
1912 OLD HIGHWAY 34
PLATTSMOUTH NE 68048-5676

May 31, 2024, monthly transaction statement

View your statements online at vanguard.com.

Client Services: 800-662-2739

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.

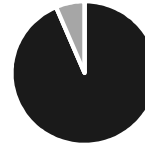
Statement overview

\$1,091,293.70

Total value of all accounts as of May 31, 2024

Accounts	Value on 04/30/2024	Value on 05/31/2024
Plattsmouth Community School		
Organization brokerage account	\$1,051,021.98	\$1,091,293.70

Asset mix



	Value on 05/31/2024
93.6% Stocks	\$1,020,993.03
0.0% Fixed Income	0.00
6.4% Short-term reserves	70,300.67
0.0% Other	0.00
	\$1,091,293.70

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

Organization brokerage account—XXXX6980
 Plattsmouth Community School

Client Services: 800-662-2739

Account overview

\$1,091,293.70

Total account value as of May 31, 2024

Year-to-date income

Taxable income	\$17,364.92
Nontaxable income	0.00
Total	\$17,364.92

Balances and holdings for Vanguard Brokerage Account—XXXX6980

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 05/31/2024	Balance on 04/30/2024	Balance on 05/31/2024
VANGUARD FEDERAL MONEY MARKET FUND 7-day SEC Yield: 5.30%	70,300.6700	\$1.00	\$69,660.42	\$70,300.67
Total Sweep Balance			\$69,660.42	\$70,300.67

ETFs

Symbol	Name	Total cost	Quantity	Price on 05/31/2024	Balance on 04/30/2024	Balance on 05/31/2024
AMPLP	ALPS ALERIAN MLP ETF NEW Est. annual income: \$12,247.44; Est. yield: 7.52%	\$121,008.85	3,549.9834	\$45.8800	\$163,158.69	\$162,873.23

Organization brokerage account—XXXX6980
 Plattsmouth Community School

Client Services: 800-662-2739

Balances and holdings for Vanguard Brokerage Account—XXXX6980 continued

ETFs continued

Symbol	Name	Total cost	Quantity	Price on 05/31/2024	Balance on 04/30/2024	Balance on 05/31/2024
SDY	SPDR SERIES TRUST S&P DIVIDEND ETF Est. annual income: \$2,820.49; Est. yield: 2.53%	85,432.89	856.5110	130.1100	108,982.45	111,440.64
Total Est. annual income: \$15,067.93; Est. yield: 5.49%					\$272,141.14	\$274,313.87

Stocks

Symbol	Name	Total cost	Quantity	Price on 05/31/2024	Balance on 04/30/2024	Balance on 05/31/2024
ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012 Est. annual income: \$1,646.29; Est. yield: 0.83%	\$46,081.77	205.5840	\$960.3500	\$179,365.87	\$197,432.59
BX	BLACKSTONE INC Est. annual income: \$14,005.67; Est. yield: 2.79%	212,497.38	4,168.3570	120.5000	482,711.75	502,287.01
RHP	RYMAN HOSPITALITY PPTYS INC Est. annual income: \$1,877.13; Est. yield: 4.00%	35,241.73	446.9360	105.0700	47,142.80	46,959.56
Total Est. annual income: \$17,529.09; Est. yield: 2.35%					\$709,220.42	\$746,679.16

Organization brokerage account—XXXX6980
 Plattsmouth Community School

Client Services: 800-662-2739

Account activity for Vanguard Brokerage Account – XXXX6980

This section shows transactions that have settled by May 31, 2024.

Income summary

	Dividends	Interest	Tax-exempt interest	Short-term capital gains	Long-term capital gains	Other income
May	\$7,404.66	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Year-to-date	17,364.92	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
05/06	05/06	BX	BLACKSTONE INC	Dividend	-	-	-	-	\$3,435.82
05/06	05/06	BX	BLACKSTONE INC	Reinvestment	Cash	28.8170	\$119.2290	-	-3,435.82
05/07	05/07	ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012	Dividend	-	-	-	-	385.09
05/07	05/07	ASML	FRGN-W/H @ SOURCE ASML HLDG NV NYRS NEW	Foreign Tax Withheld	-	-	-	-	-57.76
05/08	05/08	-	VANGUARD FEDERAL MONEY MARKET FUND	Sweep in	-	-	-	-	-327.33
05/14	05/14	AMPL	ALPS ALERIAN MLP ETF NEW	Dividend	-	-	-	-	3,270.83
05/14	05/14	AMPL	ALPS ALERIAN MLP ETF NEW	Reinvestment	Cash	70.3780	46.4750	-	-3,270.83
05/31	05/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Dividend	-	-	-	-	312.92
05/31	05/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Reinvestment	-	-	-	-	-312.92

Organization brokerage account—XXXX6980
 Plattsmouth Community School

Client Services: 800-662-2739

Account activity for Vanguard Brokerage Account – XXXX6980 continued

Completed transactions continued

Settlement date	Trade date	Symbol	Name	Transaction type	Account type	Quantity	Price	Commissions & fees	Amount
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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.

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

Summary cost basis information provided on this statement is for informational purposes only. You can review your cost basis information online before making investment decisions.

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.

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.

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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Cass County School District #1

Many goals. One you.

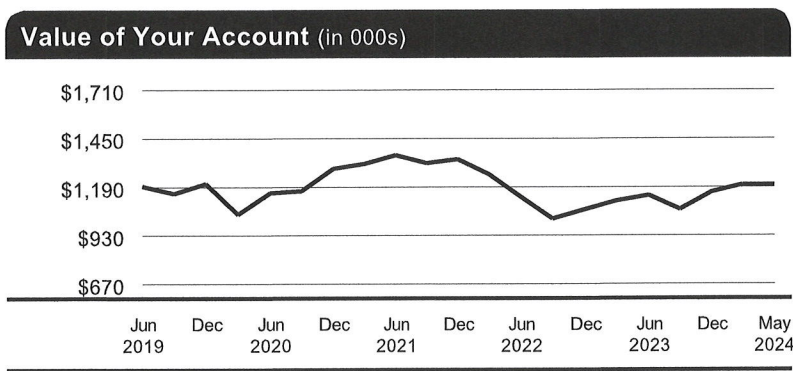
Sure, you may be saving for retirement - or retired and working to ensure your money lasts. But we know those aren't your only goals. Maybe it's affording your first house, a vacation home or a retirement community. Or maybe you just want to make sure your loved ones are taken care of should the unexpected happen. Whatever your goals, we can help you develop strategies to achieve them. Ask your financial advisor today.

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	
\$1,200,327.45	
1 Month Ago	\$1,171,690.05
1 Year Ago	\$1,112,578.92
3 Years Ago	\$1,357,712.47
5 Years Ago	\$1,160,005.27



Value Summary		
	This Period	This Year
Beginning Value	\$1,171,690.05	\$1,163,247.58
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	0.00	-4,200.00
Fees and Charges	-918.91	-4,627.51
Change In Value	29,556.31	45,907.38
Ending Value	\$1,200,327.45	

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
	-0.26%	3.56%	12.18%	0.27%	5.51%

Performance Benchmarks

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

Portfolio Summary

Total Portfolio Value	
\$1,233,918.40	
1 Month Ago	\$1,204,616.09
1 Year Ago	\$1,156,105.04
3 Years Ago	\$1,402,852.15
5 Years Ago	\$1,195,851.09

Trades now settle in one business day

As previously communicated, on May 28, 2024, the settlement cycle for most trades shortened from two business days to one business day. This means when you sell securities, you can expect to be paid sooner, and when you purchase securities, you'll be required to provide payment earlier. This change affected the entire financial industry. Please contact your financial advisor if you have questions.

Already saving in a 529 plan?

Consider adding money over the summer months - either as a one-time contribution or by increasing automatic monthly contributions. Remember, in addition to the account owner, anyone can contribute to the account. This includes grandparents, family friends, parents and others, regardless of their income.

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	\$43,526.12	\$33,590.95
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	\$1,112,578.92	\$1,200,327.45
Total Accounts			\$1,156,105.04	\$1,233,918.40

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.

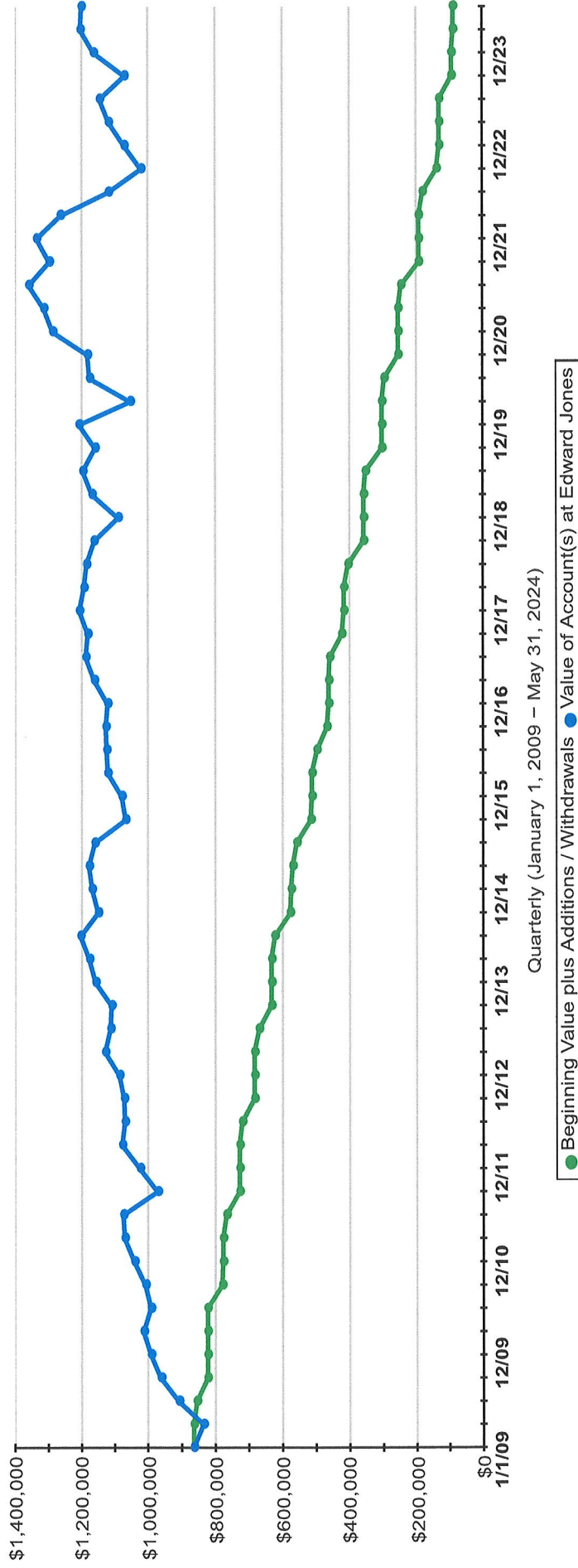
Performance Summary

Portfolio Objective: Preservation of Principal

Michael A. Schuidt
Financial Advisor

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

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	2021	2022	2023	2024	Since 01-Jan-2009
Beginning Value	\$1,286,910.79	\$1,335,333.57	\$1,070,466.76	\$1,163,242.84	\$864,350.66
Amount Added / Withdrawn	(\$63,000.00)	(\$62,400.00)	(\$37,800.00)	(\$4,200.00)	(\$776,980.93)
Return in \$	\$111,422.78	(\$202,466.81)	\$130,576.08	\$41,284.61	\$1,112,957.73
Ending Value	\$1,335,333.57	\$1,070,466.76	\$1,163,242.84	\$1,200,327.45	\$1,200,327.45
Your Personal Rate of Return as of May 31, 2024	8.86%	-15.48%	12.38%	3.56%	Annualized Return
Please refer to "Putting Your Performance into Perspective" for Important Information.				7.40%	

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL	
3 ARE ONE, INC		ADVERTIZING	632.66
A A CAFETERIA		MEALS/SNACKS	740.00
ADKINS, MEREDITH		SLP CONTRACTOR	7,615.00
ALL COVERED		SERVICES	3,351.54
AMAZON CAPITAL SERVICES INC		SUPPLIES	3,482.42
AVERY RENTS INC		SERVICE	24.34
BELLEVUE UNIVERSITY		ADMISSION/FEES	1,254.40
BLACKWELL, KATHRYN		MILEAGE REIMBURSEMENT	956.76
BOO, INC		SERVICE/SUPPLIES	35.80
CANON FINANCIAL SERVICES, INC		COPIER LEASES	8,612.97
CAPITAL BUSINESS SYSTEMS INC		COPIER SUPPLIES/SERVICE	776.61
CASS COUNTY ELECTION COMMISSION		GENERAL ELECTION FEES	2,498.54
CHARTER COMMUNICATIONS HOLDING COMPANY LLC		SERVICE	43.70
CITY OF PLATTSMOUTH		WATER & SEWER	2,729.75
CLASSLINK, INC.		SUPPLIER	6,365.00
CRICK, RYAN		MUSIC ACCOMPANIST SERVICES	280.00
DIGGINS, JUSTIN		MILEAGE REIMBURSEMENT	979.54
DORITY, MICAH		REIMBURSEMENT	1,059.00
DUECHTING, CYNTHIA		LEP SERVICES	2,486.22
EDUCATIONAL SERVICE UNIT #3		SERVICE	27,889.01
FASTENAL COMPANY		SUPPLIES	4,629.18
GODFATHERS PIZZA		PIZZA	88.28
HEARTLAND FAMILY SERVICE		TUITION	20,100.00
HEARTLAND FOUNDATION		TUITION	4,094.30
HENRY DOORLY ZOO		TICKETS	532.00
HENRY-HOBSCHEIDT MOTORS, INC		SALES/SERVICE	578.19
HILLER ELECTRIC COMPANY		SERVICE	3,170.78

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
HY-VEE STORES	FUEL/SUPPLIES	20.31
IVY BUSINESS FORMS, INC	DETENTION SLIPS	451.27
JOHNSON HARDWARE CO	SUPPLIES	11,633.00
JUST FOR KIDS THERAPY INC	SERVICES	11,781.00
KONICA MINOLTA BUSINESS SOLUTIONS	COPIER LEASES/SUPPLIES	5,520.00
LAFIESTA	MEALS	250.00
MATHESON TRI-GAS INC	SUPPLIES	515.88
MIDWEST SPECIAL INSTRUMENTS CORP	SERVICE/SUPPLIES	675.00
MOSS, DONNA	SPEECH LANGUAGE SERVICES	12,069.00
MULLENAX AUTO SUPPLY	SUPPLIES	127.26
MYERS-KROMMENHOEK, DARIEN	CONTRACTED SERVICES	9,477.00
NCECBVI	VISION SERVICES	4,900.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	964.29
NEBRASKA STATE FIRE MARSHAL	FEE	72.00
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	385.20
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	102.00
PAT'S PIANO SERVICE	TUNING	125.00
PERMITE LLC	SERVICE	500.00
PRIDE HOME SERVICES INC	SERVICE	2,170.00
PRIME COMMUNICATIONS	REPAIRS	180.00
PRIME HOME DEVELOPMENTAL DISABILITIES SERVICES INC	SERVICES	18,125.26
PROFESSIONAL HEATING AND AIR	SERVICE	6,015.00
QUALITY SIGNS	SIGNS	548.00
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	315.00
REALLY GREAT READING COMPANY, LLC	SUPPLIES	4,276.20
SCHOLASTIC, INC.		1,495.00
SCHOOL SPECIALTY LLC	SUPPLIES	94.89

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
SHRED IT US JV LLC	SHREDDING	164.06
STAUB - MULLER, LACEY	MILEAGE REIMBURSEMENT	1,596.74
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	331.00
TK ELEVATOR CORPORATION	SERVICE	626.19
UNIVERSITY OF NE-OMAHA	SCHOLARSHIPS	529.50
UNIVERSITY OF NEBRASKA BOARD OF REGENTS	REGISTRATION	345.00
URBAUER, CHARLOTTE	REIMBURSEMENT	1,059.00
VERIZON WIRELESS	CELL SERVICE	527.24
VISION SERVICE PLAN INSURANCE COMPANY	EMPLOYEE BENEFIT	9.22
VOICE & DATA SYSTEMS INC	SERVICE	768.00
WARGA, KIMBER	MILEAGE REIMBURSEMENT	787.92
WARGA, STEVE	ADVERTISING	273.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	1,762.29
WINDSTREAM	TELEPHONE SERVICE	5,752.70
WINTERS, CAROLYN	REIMBURSEMENT	529.50
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,375.00
YOUTH FRONTIERS INC	SPEAKER FEES/RESPECT	2,000.00
Fund Total:		217,275.71
Checking	1 Fund: 06 CAFETERIA	
CLASSIC REFRIGERATION	SERVICE	886.74
CONESTOGA SCHOOLS	LUNCHES	3,193.23
HILAND DAIRY FOODS COMPANY LLC	DAIRY PRODUCTS	3,209.20
ROTELLA'S ITALIAN BAKERY INC	BREAD	787.84
SYSCO LINCOLN	SUPPLIES	21,047.15
WATER WALKERS INC	SUPPLIER	4,161.00
Fund Total:		33,285.16
Checking	1 Fund: 12 STUDENT FEES	
AMAZON CAPITAL SERVICES INC	SUPPLIES	160.92
Fund Total:		160.92
Checking Account Total:		250,721.79
<u>Checking</u>	3	
Checking	3 Fund: 05 ACTIVITY FUND	

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
417 HELMETS		691.10
6 4 FUN LLC	ADMISSION	5,732.95
A-RELIEF SERVICES INC	SERVICES	138.00
ACCELERATED GRAPHX LLC	SUPPLIES	2,258.50
AMAZON CAPITAL SERVICES INC	SUPPLIES	601.22
AWARDS UNLIMITED	MEDALS	8.00
BENNINGTON PUBLIC SCHOOLS FOUNDATION	DONATION	1,003.50
BROWN FLORAL & CREATIONS	FLOWERS	868.50
COLLEGE BOARD, AP EXAMS	AP TEST FEES	2,670.00
CONCORDIA UNIVERSITY	TUITION REIMBURSEMENT	500.00
DAIRY QUEEN	SUPPLIES	83.98
DENNISON, DANIEL	OFFICIAL	79.00
DOANE UNIVERSITY	SUPPLIES/TUITION	520.00
EDWARD JONES	SCHOLARSHIP REIMBURSEMENT	18,335.21
ELKHORN PUBLIC SCHOOLS FOUNDATION	DONATION	1,003.50
GONE LOGO	T SHIRTS	248.00
GRAPHIC EDGE, THE	SUPPLIES	1,084.57
GRAY, RICKY	SERVICE/SUPPLIES	585.00
HAUFF MID-AMERICA SPORTS INC	SUPPLIES	5,281.58
INSTRUMENTALIST AWARDS LLC	SUPPLIES	163.00
KEYBOARD KASTLE	SUPPLIES	6,274.00
KONA-ICE OF WEST OMAHA	FOOD	841.60
MENARDS BELLEVUE	SUPPLIES	344.00
NASSP	MEMBERSHIP/SUPPLIES	385.00
NEBRASKA CITY HIGH SCHOOL	ENTRY FEE	280.00
NEBRASKA COACHES ASSOCIATION	REGISTRATION	680.00
NIELSEN, DEENY	OFFICIAL	65.00
QUALITY SIGNS	SIGNS	96.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
SPRINGER, NICOLE		1,045.71
STOSKOPF, REBECCA	REIMBURSEMENT	98.53
SYRACUSE SCHOOL DISTRICT #27	ENTRY FEES	550.00
TROPHIES TOMORROW	SUPPLIES	38.50
VARSITY FUNDRAISING INC	FUNDRAISING ITEMS	10,925.00

Fund Total: 63,478.95
Checking Account Total: 63,478.95

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	GENERAL						
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$7,735,150.00	\$612,495.19	\$5,462,016.52	70.85	\$2,273,133.48	\$2,254,485.53
1125	SA FLEX FUNDING	\$210,680.00	\$15,264.41	\$139,932.70	66.42	\$70,747.30	\$70,747.30
1150	LIMITED ENGLISH PROFICIENCY	\$93,600.00	\$7,276.35	\$60,115.24	64.23	\$33,484.76	\$33,484.76
1160	POVERTY PROGRAMS	\$696,450.00	\$68,396.69	\$792,405.62	113.85	(\$95,955.62)	(\$96,435.50)
1190	EARLY CHILDHOOD EDUC PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
1195	BAF FLEX FUNDING	\$32,200.00	\$3,085.71	\$27,567.41	85.61	\$4,632.59	\$4,632.59
1200	SPECIAL EDUCATION PROGRAMS	\$3,197,465.00	\$279,392.04	\$2,393,806.00	75.67	\$803,659.00	\$777,787.51
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$394,753.00	\$28,427.15	\$243,676.09	62.12	\$151,076.91	\$149,543.37
1292	SPED BIRTH TO 2	\$0.00	\$0.00	\$716.26	0.00	(\$716.26)	(\$716.26)
1300	SUMMER SCHOOL	\$32,150.00	\$0.00	\$0.00	0.00	\$32,150.00	\$32,150.00
2110	SOCIAL WORK SERVICES	\$0.00	\$0.00	\$11,065.56	0.00	(\$11,065.56)	(\$11,065.56)
2120	GUIDANCE SERVICES	\$310,400.00	\$25,314.90	\$227,834.10	73.40	\$82,565.90	\$82,565.90
2130	HEALTH SERVICES	\$97,200.00	\$7,958.20	\$72,650.84	74.74	\$24,549.16	\$24,549.16
2141	SCHOOL PSYCHOLOGY SERVICES	\$161,000.00	\$12,242.86	\$111,701.62	69.38	\$49,298.38	\$49,298.38
2151	SA SPEECH PATHOLOGY	\$203,000.00	\$17,111.00	\$92,974.55	45.80	\$110,025.45	\$110,025.45
2152	PK 3-5 SPEECH PATHOLOGY	\$80,000.00	\$3,665.25	\$11,967.75	14.96	\$68,032.25	\$68,032.25
2153	PK 0-3 SPEECH PATHOLOGY	\$0.00	\$1,478.25	\$5,001.75	0.00	(\$5,001.75)	(\$5,001.75)
2161	SA OCCUPATIONAL THERAPY	\$35,000.00	\$2,772.00	\$24,502.50	70.01	\$10,497.50	\$10,497.50
2162	PK OCCUPATIONAL THERAPY	\$42,000.00	\$5,610.00	\$36,234.00	86.27	\$5,766.00	\$5,766.00
2171	SA PHYSICAL THERAPY	\$12,000.00	\$1,188.00	\$12,952.50	107.94	(\$952.50)	(\$952.50)
2172	PK PHYSICAL THERAPY	\$15,000.00	\$3,085.50	\$15,460.50	103.07	(\$460.50)	(\$460.50)
2181	SA VISION	\$65,000.00	\$6,980.84	\$58,665.88	100.99	\$6,334.12	(\$646.72)
2212	INSTR AND CURRICULUM DEVELOPMENT	\$103,400.00	\$0.00	\$15,458.20	17.07	\$87,941.80	\$85,744.74
2213	INSTRUCTIONAL STAFF TRAINING	\$5,500.00	\$0.00	\$495.00	63.81	\$5,005.00	\$1,990.25

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2214	IMPLEMENTATION OF STANDARDS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2220	LIBRARY/MEDIA SERVICES	\$170,408.00	\$10,064.18	\$87,780.64	51.73	\$82,627.36	\$82,252.30
2230	INSTRUCTION RELATED TECHNOLOGY	\$15,500.00	\$0.00	\$0.00	0.00	\$15,500.00	\$15,500.00
2310	BOARD OF EDUCATION	\$393,975.00	\$3,298.79	\$393,379.13	100.42	\$595.87	(\$1,650.57)
2320	EXECUTIVE ADMIN. SERVICES	\$246,700.00	\$16,757.48	\$153,127.95	62.09	\$93,572.05	\$93,512.05
2330	DISTRICT LEGAL SERVICES	\$10,000.00	\$0.00	\$11,148.07	111.48	(\$1,148.07)	(\$1,148.07)
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,577,200.00	\$123,488.34	\$1,124,130.72	71.38	\$453,069.28	\$451,369.28
2510	GENERAL BUSINESS SUPPORT	\$343,320.00	\$15,193.25	\$183,272.75	53.48	\$160,047.25	\$159,718.25
2530	DUPLICATING SERVICES	\$88,000.00	\$7,204.02	\$59,223.34	77.57	\$28,776.66	\$19,741.71
2540	EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2580	ADMIN TECHNOLOGY SERVICES	\$366,550.00	\$30,795.63	\$496,344.03	144.79	(\$129,794.03)	(\$164,170.51)
2610	OPERATION OF PLANT	\$922,130.00	\$57,509.14	\$639,564.25	69.36	\$282,565.75	\$282,565.75
2620	MAINTENANCE OF PLANT	\$554,071.00	\$57,927.85	\$557,175.59	104.12	(\$3,104.59)	(\$22,852.92)
2630	UPKEEP OF GROUNDS	\$52,700.00	\$4,404.53	\$27,522.80	52.23	\$25,177.20	\$25,177.20
2650	VEHICLE OPERATION/MAINTENANCE	\$14,430.00	\$0.00	\$3,037.88	21.05	\$11,392.12	\$11,392.12
2660	SECURITY SERVICES	\$70,000.00	\$585.00	\$56,379.81	80.54	\$13,620.19	\$13,620.19
2670	SAFETY SERVICES	\$6,180.00	\$309.00	\$5,695.00	92.15	\$485.00	\$485.00
2710	REGULAR STUDENT TRANSPORTATION	\$406,330.00	\$94,780.95	\$173,592.87	43.05	\$232,737.13	\$231,400.03
2712	SA SPED VEHICLE OPERATION	\$209,710.00	\$42,981.38	\$195,968.94	93.91	\$13,741.06	\$12,761.52
2713	PK VEHICLE OPERATION	\$20,000.00	\$0.00	\$0.00	0.00	\$20,000.00	\$20,000.00
3300	COMMUNITY SERVICE OPERATIONS	\$18,050.00	\$1,397.67	\$13,287.29	73.61	\$4,762.71	\$4,762.71
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$7,000.00	\$2,650.23	\$9,819.95	192.63	(\$2,819.95)	(\$6,483.84)
3500	STATE CATEGORICAL PROGRAMS/RULE 82	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3535	HIGH ABILITY LEARNERS	\$11,000.00	\$0.00	\$5,595.16	60.44	\$5,404.84	\$4,351.06
3540	STATE EARLY CHILDHOOD GRANT	\$130,000.00	\$13,928.75	\$121,766.61	93.67	\$8,233.39	\$8,233.39

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
3541	BIRTH TO 3 ENDOWMENT	\$87,000.00	\$6,565.65	\$62,638.12	72.10	\$24,361.88	\$24,273.47
3550	OTHER STATE CATEGORICAL/RULE 4	\$0.00	\$0.00	\$2,543.10	0.00	(\$2,543.10)	(\$2,543.10)
3551	CAREER EDUCATION	\$0.00	\$0.00	\$3,842.77	0.00	(\$3,842.77)	(\$5,278.46)
3575	NEBR INNOVATION GRANT PROGRAM	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3599	OTHER STATE CATEGORICAL PROGRAMS	\$10,000.00	\$0.00	\$0.00	0.00	\$10,000.00	\$10,000.00
5000	DEBT SERVICES	\$0.00	\$0.00	\$176,918.33	0.00	(\$176,918.33)	(\$176,918.33)
6200	TITLE I PART A	\$205,450.00	\$16,184.58	\$130,774.30	63.65	\$74,675.70	\$74,675.70
6210	TITLE I PART A ACCOUNTABILITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6310	TITLE II PART A	\$36,649.00	\$2,269.01	\$30,772.23	83.96	\$5,876.77	\$5,876.77
6406	IDEA PRESCHOOL (619) BASE	\$13,120.00	\$0.00	\$2,032.80	15.49	\$11,087.20	\$11,087.20
6408	IDEA BASE/EP	\$390,972.00	\$46,016.03	\$384,039.47	98.23	\$6,932.53	\$6,932.53
6412	IDEA PART B PROPORTIONATE SHARE	\$36,272.00	\$1,603.88	\$14,434.92	39.80	\$21,837.08	\$21,837.08
6421	IDEA 611 ARP	\$60,000.00	\$0.00	\$0.00	0.00	\$60,000.00	\$60,000.00
6422	IDEA NON PUBLIC ARP	\$5,000.00	\$2,362.08	\$10,629.36	212.59	(\$5,629.36)	(\$5,629.36)
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	\$175.00	87.50	\$25.00	\$25.00
6700	PERKINS REVISION GRANT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6940	HEAD START	\$1,501,450.00	\$112,003.54	\$1,056,670.30	71.20	\$444,779.70	\$432,349.89
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	\$22,000.00	\$0.00	\$27,219.39	123.72	(\$5,219.39)	(\$5,219.39)
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	\$0.00	\$0.00	\$93,880.00	0.00	(\$93,880.00)	(\$93,880.00)

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
6998	ESSERS III	\$212,000.00	\$750.32	\$53,339.19	26.57	\$158,660.81	\$155,675.81
8000	TRANSFERS	\$26,000.00	\$0.00	\$0.00	0.00	\$26,000.00	\$26,000.00
9000	NON PROGRAM EXPENDITURES	\$3,272,685.00	\$0.00	\$7,160.66	0.22	\$3,265,524.34	\$3,265,524.34
01	GENERAL	\$25,230,000.00	\$1,772,775.62	\$16,192,083.31	64.77	\$9,037,916.69	\$8,887,347.70

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
02	DEPRECIATION FUND						
2900	OTHER SUPPORT SERVICES	\$24,919.00	\$0.00	\$0.00	0.00	\$24,919.00	\$24,919.00
8000	TRANSFERS	\$1,000.00	\$0.00	\$999,500.00	99,950.00	(\$998,500.00)	(\$998,500.00)
02	DEPRECIATION FUND	\$25,919.00	\$0.00	\$999,500.00	3,856.24	(\$973,581.00)	(\$973,581.00)

EXPENDITURE BY FUNCTION SUMMARY
05/2024

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	\$71,376.00	\$3,764.18	\$37,452.13	52.47	\$33,923.87	\$33,923.87
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
03	EMPLOYEE BENEFITS FUND	<u>\$71,376.00</u>	<u>\$3,764.18</u>	<u>\$37,452.13</u>	<u>52.47</u>	<u>\$33,923.87</u>	<u>\$33,923.87</u>

EXPENDITURE BY FUNCTION SUMMARY
05/2024

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	\$128.23	0.00	(\$128.23)	(\$128.23)
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3200	ENTERPRISE OPERATIONS/ACTIVITIES	\$0.00	\$84,655.34	\$435,816.30	0.00	(\$435,816.30)	(\$520,374.80)
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	\$84,655.34	\$435,944.53	0.00	(\$435,944.53)	(\$520,503.03)

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
06	CAFETERIA						
3100	FOOD SERVICE OPERATIONS	\$1,187,001.00	\$89,730.01	\$739,446.80	64.00	\$447,554.20	\$427,291.06
06	CAFETERIA	\$1,187,001.00	\$89,730.01	\$739,446.80	64.00	\$447,554.20	\$427,291.06

EXPENDITURE BY FUNCTION SUMMARY
05/2024

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
07	BOND FUND						
5000	DEBT SERVICES	\$1,818,165.00	\$0.00	\$555,709.23	30.56	\$1,262,455.77	\$1,262,455.77
07	BOND FUND	\$1,818,165.00	\$0.00	\$555,709.23	30.56	\$1,262,455.77	\$1,262,455.77

EXPENDITURE BY FUNCTION SUMMARY
05/2024

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	\$0.00	\$0.00	\$32,725.00	0.00	(\$32,725.00)	(\$32,725.00)
2660	SECURITY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2670	SAFETY SERVICES	\$0.00	\$0.00	\$15,129.10	0.00	(\$15,129.10)	(\$15,129.10)
4100	BOND RELATED EXPENDITURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4500	BUILDING CONSTRUCTION	\$115,000.00	\$0.00	\$0.00	0.00	\$115,000.00	\$115,000.00
4700	BUILDING IMPROVEMENTS	\$248,487.00	\$0.00	\$0.00	0.00	\$248,487.00	\$248,487.00
5000	DEBT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
08	SPECIAL BLDG FUND	\$363,487.00	\$0.00	\$47,854.10	13.17	\$315,632.90	\$315,632.90

EXPENDITURE BY FUNCTION SUMMARY
05/2024

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	\$455,000.00	\$0.00	\$0.00	0.00	\$455,000.00	\$455,000.00
5000	DEBT SERVICES	\$531,871.00	\$0.00	\$571,492.50	107.45	(\$39,621.50)	(\$39,621.50)
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$986,871.00	\$0.00	\$571,492.50	57.91	\$415,378.50	\$415,378.50

EXPENDITURE BY FUNCTION SUMMARY
05/2024

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	\$59,247.00	\$31.26	\$19,300.40	41.23	\$39,946.60	\$34,821.80
12	STUDENT FEES	\$59,247.00	\$31.26	\$19,300.40	41.23	\$39,946.60	\$34,821.80

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	10,000,000.00	3,827,986.56	8,943,164.36	89.43	1,056,835.64
01 1115	CARLINE TAXES	9,000.00	6,238.17	7,594.29	84.38	1,405.71
01 1120	PUBLIC POWER DIST SALES TAX	160,000.00	0.00	167,909.75	104.94	(7,909.75)
01 1125	MOTOR VEHICLE TAX	850,000.00	76,314.09	645,146.85	75.90	204,853.15
01 1370	PRESCHOOL TUITION	70,000.00	3,502.75	68,306.25	97.58	1,693.75
01 1510	INTEREST ON INVESTMENTS	1,000.00	9,132.02	66,504.13	6,650.41	(65,504.13)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	49.45	0.00	(49.45)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	384.65	1,149.59	0.00	(1,149.59)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	4,000.00	0.00	0.00	0.00	4,000.00
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	1,000.00	440.00	4,120.00	412.00	(3,120.00)
01 1911	LOCAL LICENSE FEES	5,000.00	0.00	0.00	0.00	5,000.00
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	14,848.44	46,937.64	938.75	(41,937.64)
01 1990	MISCELLANEOUS LOCAL REVENUE	23,000.00	0.00	4,985.00	21.67	18,015.00
01 1990 0003	MISC LOCAL REVENUE/HD ST	0.00	0.00	427,594.24	0.00	(427,594.24)
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	205,540.13	0.00	(205,540.13)
	Subtotal: 1000	11,128,000.00	3,938,846.68	10,589,001.68	95.16	538,998.32
01 2110	COUNTY FINE & LICENSE FEES	95,000.00	0.00	49,545.12	52.15	45,454.88
01 2210	ESU RECEIPTS	1,500.00	0.00	0.00	0.00	1,500.00
	Subtotal: 2000	96,500.00	0.00	49,545.12	51.34	46,954.88
01 3110	STATE AID TO DISTRICTS	4,161,111.00	416,111.00	3,744,999.00	90.00	416,112.00
01 3120	SPECIAL ED PROGRAMS	2,800,000.00	385,741.00	2,302,654.00	82.24	497,346.00
01 3125	SPECIAL ED TRANSPORTATION	90,000.00	0.00	0.00	0.00	90,000.00
01 3130	HOMESTEAD EXEMPTION	420,000.00	89,608.39	268,825.17	64.01	151,174.83
01 3131	PROPERTY TAX CREDIT	250,000.00	286,503.32	584,954.60	233.98	(334,954.60)
01 3132	PERSONAL PROPERTY TAX CREDIT	240,000.00	0.00	0.00	0.00	240,000.00
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	6,000.00	0.00	0.00	0.00	6,000.00
01 3155	RULE 4 TEXTBOOK LOAN	0.00	0.00	2,670.26	0.00	(2,670.26)
01 3165	PRESCHOOL FLEX FUNDING	5,000.00	0.00	6,563.00	131.26	(1,563.00)
01 3166	SCHOOL AGE FLEX	65,000.00	0.00	0.00	0.00	65,000.00
01 3175	ABE/STATE GRANT	1,000.00	0.00	0.00	0.00	1,000.00
01 3180	PRO-RATA MOTOR VEHICLE	22,000.00	0.00	18,993.52	86.33	3,006.48
01 3400	STATE APPORTIONMENT	200,000.00	850.00	277,734.10	138.87	(77,734.10)
01 3535	HIGH ABILITY LEARNERS	1,200,000.00	0.00	11,585.00	0.97	1,188,415.00
01 3540	STATE EARLY CHILDHOOD GRANT	0.00	0.00	37,276.00	0.00	(37,276.00)
01 3541	BIRTH TO 3 ENDOWMENT	70,000.00	0.00	51,763.00	73.95	18,237.00
01 3551	CAREER EDUCATION	0.00	0.00	7,500.00	0.00	(7,500.00)
01 3575	NEBR INNOVATION GRANT	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE SOURCES	30,000.00	0.00	30,890.00	102.97	(890.00)
	Subtotal: 3000	9,560,111.00	1,178,813.71	7,346,407.65	76.84	2,213,703.35
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	400,000.00	0.00	131,425.47	32.86	268,574.53
01 4309 0004	HEAD START	400,000.00	112,003.54	324,127.52	81.03	75,872.48
01 4421	IDEA PART-B ARP - BIRTH THROUGH AGE 21	0.00	0.00	5,331.00	0.00	(5,331.00)
01 4505	TITLE I ESEA	210,000.00	0.00	205,844.00	98.02	4,156.00
01 4506	TITLE I ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II PART A	10,000.00	0.00	69,785.00	697.85	(59,785.00)
01 4512	IDEA POVERTY/BASE	10,000.00	0.00	0.00	0.00	10,000.00
01 4515	IDEA PART B SUPPLEMENTAL	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA PART B (619) PRESCHOOL	20,000.00	0.00	14,925.00	74.63	5,075.00
01 4518	IDEA BASE AND E/P	190,000.00	0.00	57,329.00	30.17	132,671.00
01 4519	IDEA PART B E/POVERTY	0.00	0.00	0.00	0.00	0.00

Fund: 01 GENERAL

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 4521	IDEA NON PUBLIC	20,000.00	0.00	2,348.00	11.74	17,652.00
01 4524	ROTC REIMBURSEMENT FROM DOD	0.00	8,839.75	79,221.04	0.00	(79,221.04)
01 4529	ADULT BASIC EDUCATION	0.00	0.00	0.00	0.00	0.00
01 4530	OTHER FEDERAL RECEIPTS	125,000.00	0.00	200,000.00	160.00	(75,000.00)
01 4531	21ST CENTURY LEARNING GRANT/MS	12,000.00	0.00	0.00	0.00	12,000.00
01 4701	CENTRAL NEB ROBOTICS GRANT	0.00	0.00	0.00	0.00	0.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	3,000.00	0.00	50,807.89	1,693.60	(47,807.89)
01 4709	MEDICAID ADM ACTIVITIES	40,000.00	0.00	10,237.26	25.59	29,762.74
01 4969	TITLE IV STUDENT SUPPORT	0.00	23,703.00	23,703.00	0.00	(23,703.00)
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	0.00	0.00	0.00	0.00	0.00
01 4997	ESSER II	100,000.00	0.00	150,423.00	150.42	(50,423.00)
01 4998	ESSERS III	100,000.00	0.00	246,302.00	246.30	(146,302.00)
	Subtotal: 4000	1,640,000.00	144,546.29	1,571,809.18	95.84	68,190.82
01 5200	FUND TRANSFERS IN	0.00	0.00	999,500.00	0.00	(999,500.00)
01 5300	SALE OF PROPERTY	0.00	0.00	3,525.00	0.00	(3,525.00)
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	4,976.02	47,532.22	0.00	(47,532.22)
	Subtotal: 5000	0.00	4,976.02	1,050,557.22	0.00	(1,050,557.22)
	Fund Total:	22,424,611.00	5,267,182.70	20,607,320.85	91.90	1,817,290.15

Fund: 02 DEPRECIATION FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INVESTMENT INCOME	1,000.00	1.75	15.51	1.55	984.49
	Subtotal: 1000	1,000.00	1.75	15.51	1.55	984.49
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	1.75	15.51	0.03	50,984.49

Fund: 03 EMPLOYEE BENEFITS FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 5200	FUND TRANSFERS IN	43,000.00	3,841.21	34,672.84	80.63	8,327.16
	Subtotal: 5000	43,000.00	3,841.21	34,672.84	80.63	8,327.16
	Fund Total:	43,000.00	3,841.21	34,672.84	80.63	8,327.16

Fund: 05 ACTIVITY FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1510 8010	INTEREST	0.00	470.11	4,114.44	0.00	(4,114.44)
05 1710 8015	DISTRICT ACTIVITIES/ADMISSIONS	0.00	0.00	0.00	0.00	0.00
05 1710 8022	HEAD START ACTIVITIES	0.00	0.00	3,500.00	0.00	(3,500.00)
05 1710 8023	HEAD START PARENT GROUP	0.00	0.00	0.00	0.00	0.00
05 1710 8030	HEAD START BOOK FAIR	0.00	0.00	0.00	0.00	0.00
05 1710 8101	ELEM STUDENT COUNCIL	0.00	265.54	2,753.26	0.00	(2,753.26)
05 1710 8102	ELEM TEACHERS	0.00	264.50	966.04	0.00	(966.04)
05 1710 8103	ELEM MISC	0.00	0.00	4,212.52	0.00	(4,212.52)
05 1710 8107	SOCIAL WORK FAMILY RESOURCE ACCT	0.00	320.00	800.00	0.00	(800.00)
05 1710 8113	ELEM FIELD TRIPS	0.00	0.00	3,370.90	0.00	(3,370.90)
05 1710 8202	MS ATHLETICS	0.00	501.00	15,684.00	0.00	(15,684.00)
05 1710 8204	MS BAND	0.00	1,444.00	1,785.60	0.00	(1,785.60)
05 1710 8206	BUILDERS CLUB	0.00	0.00	0.00	0.00	0.00
05 1710 8207	REFERRAL FREE ACTIVITIES	0.00	6,000.00	11,211.00	0.00	(11,211.00)
05 1710 8208	FCS	0.00	0.00	0.00	0.00	0.00
05 1710 8209	MS NAT'L JR HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00
05 1710 8210	MS VENDING	0.00	0.00	0.00	0.00	0.00
05 1710 8211	DESTINATION IMAGINATION	0.00	0.00	235.00	0.00	(235.00)
05 1710 8215	MS SCIENCE FAIR	0.00	0.00	0.00	0.00	0.00
05 1710 8216	MS STUDENT COUNCIL	0.00	0.00	2,688.63	0.00	(2,688.63)
05 1710 8221	MS WRESTLING CLUB	0.00	0.00	0.00	0.00	0.00
05 1710 8226	MS YEARBOOK	0.00	940.00	3,659.02	0.00	(3,659.02)
05 1710 8302	CAREER ACADEMIES	0.00	2,100.00	18,171.01	0.00	(18,171.01)
05 1710 8304	ART CLUB	0.00	0.00	150.00	0.00	(150.00)
05 1710 8312	HS BAND	0.00	160.00	580.00	0.00	(580.00)
05 1710 8314	BOOSTER CLUB	0.00	0.00	0.00	0.00	0.00
05 1710 8316	SPIRIT SQUAD	0.00	17,175.15	31,673.84	0.00	(31,673.84)
05 1710 8317	BLUE PRINT	0.00	0.00	0.00	0.00	0.00
05 1710 8318	CHORUS/SWING CHOIR	0.00	3,000.00	14,145.20	0.00	(14,145.20)
05 1710 8320	G.S. ALLIANCE	0.00	0.00	0.00	0.00	0.00
05 1710 8321	STUDENT TRAVEL ABROAD	0.00	0.00	3,851.63	0.00	(3,851.63)
05 1710 8322	CLASS OF 2025	0.00	9,092.00	14,095.87	0.00	(14,095.87)
05 1710 8323	CLASS OF 2026	0.00	0.00	1,874.31	0.00	(1,874.31)
05 1710 8324	CLASS OF 2023	0.00	0.00	0.00	0.00	0.00
05 1710 8326	CLASS OF 2024	0.00	0.00	100.00	0.00	(100.00)
05 1710 8328	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 1710 8329	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 1710 8332	CONCESSIONS	0.00	(373.52)	23,784.62	0.00	(23,784.62)
05 1710 8333	BLUE DEVIL CATERING	0.00	960.00	5,353.54	0.00	(5,353.54)
05 1710 8334	DECA	0.00	964.00	16,775.87	0.00	(16,775.87)
05 1710 8336	MANUFACTURING	0.00	0.00	0.00	0.00	0.00
05 1710 8337	FITNESS CENTER	0.00	0.00	0.00	0.00	0.00
05 1710 8339	EDUCATORS RISING/FEA	0.00	0.00	0.00	0.00	0.00
05 1710 8342	FCCLA	0.00	373.52	4,809.37	0.00	(4,809.37)
05 1710 8344	FOOTBALL FUNDRAISER	0.00	1,800.00	5,114.25	0.00	(5,114.25)
05 1710 8346	HOSA	0.00	0.00	770.00	0.00	(770.00)
05 1710 8347	FFA	0.00	0.00	3,663.02	0.00	(3,663.02)
05 1710 8348	BOYS BASKETBALL FR	0.00	0.00	8,327.95	0.00	(8,327.95)
05 1710 8349	GIRLS BB FUNDRAISER	0.00	0.00	7,054.42	0.00	(7,054.42)
05 1710 8350	HS WELLNESS ACTIVITIES	0.00	0.00	0.00	0.00	0.00
05 1710 8353	JR ROTC	0.00	30.00	4,092.31	0.00	(4,092.31)
05 1710 8354	HONOR SOCIETY	0.00	0.00	172.39	0.00	(172.39)
05 1710 8356	GUIDANCE	0.00	4,554.00	5,979.00	0.00	(5,979.00)
05 1710 8358	LETTERMAN'S CLUB	0.00	0.00	2,396.00	0.00	(2,396.00)
05 1710 8359	MUSICAL/PLAY	0.00	0.00	0.00	0.00	0.00
05 1710 8360	HS LIBRARY FINES	0.00	0.00	0.00	0.00	0.00

Fund: 05 ACTIVITY FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1710 8363	SPEECH	0.00	25.00	1,301.61	0.00	(1,301.61)
05 1710 8364	PRISM	0.00	0.00	0.00	0.00	0.00
05 1710 8374	HS STUDENT COUNCIL	0.00	1,045.71	8,566.26	0.00	(8,566.26)
05 1710 8376	HS REFRESHMENTS	0.00	0.00	1,635.65	0.00	(1,635.65)
05 1710 8378	SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
05 1710 8380	JUNIOR OPTIMIST INTERNATIONAL	0.00	0.00	1,716.72	0.00	(1,716.72)
05 1710 8381	GIRLS TRACK FR	0.00	640.00	2,998.00	0.00	(2,998.00)
05 1710 8382	GIRLS SOCCER FR	0.00	670.50	7,448.50	0.00	(7,448.50)
05 1710 8384	VOLLEYBALL FR	0.00	0.00	4,908.00	0.00	(4,908.00)
05 1710 8386	SKILLS USA	0.00	0.00	3,555.00	0.00	(3,555.00)
05 1710 8387	GOLF FR	0.00	0.00	1,417.12	0.00	(1,417.12)
05 1710 8388	WRESTLING CLUB	0.00	0.00	5,895.00	0.00	(5,895.00)
05 1710 8389	HS YEARBOOK	0.00	410.00	3,239.00	0.00	(3,239.00)
05 1710 8390	BASEBALL FR	0.00	10,990.00	16,305.00	0.00	(16,305.00)
05 1710 8391	MISC ACTIVITIES	0.00	8,889.50	79,095.32	0.00	(79,095.32)
05 1710 8401	BOYS SOCCER FR	0.00	7.00	545.00	0.00	(545.00)
05 1710 8404	CROSS COUNTRY FR	0.00	652.00	2,602.00	0.00	(2,602.00)
05 1710 8405	SOFTBALL FR	0.00	370.00	611.00	0.00	(611.00)
05 1711 8206	BUILDER'S CLUB	0.00	0.00	0.00	0.00	0.00
05 1920 8021	CONTRIB FR PRIVATE SOURCES	0.00	0.00	0.00	0.00	0.00
05 1920 8228	MS DONATIONS	0.00	1,631.89	16,419.57	0.00	(16,419.57)
05 1990 8000	ADMINISTRATION OFFICE	0.00	2,007.00	1,982.00	0.00	(1,982.00)
05 1990 8001	DUDA SCHOLARSHIP	0.00	0.00	55,000.00	0.00	(55,000.00)
05 1990 8003	WILEY SCHOLARSHIPS	0.00	0.00	0.00	0.00	0.00
05 1990 8004	VANDALISM REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
05 1990 8005	TEAMMATES	0.00	0.00	0.00	0.00	0.00
05 1990 8008	MISCELLANEOUS	0.00	(1,097.88)	(8,114.82)	0.00	8,114.82
05 1990 8011	MISC INSURANCE	0.00	0.00	1,700.88	0.00	(1,700.88)
05 1990 8012	SALES TAX	0.00	0.00	0.00	0.00	0.00
05 1990 8014	SCHOOL NURSE	0.00	0.00	0.00	0.00	0.00
05 1990 8019	WILES SCHOLARSHIP	0.00	0.00	13,000.00	0.00	(13,000.00)
05 1990 8020	SITZMAN SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 1990 8106	ELEM LIFE SKILLS	0.00	0.00	0.00	0.00	0.00
05 1990 8111	ELEM SOCIAL COMMITTEE	0.00	0.00	150.00	0.00	(150.00)
05 1990 8203	MS SOCIAL COMMITTEE	0.00	0.00	0.00	0.00	0.00
05 1990 8335	DUAL ENROLLMENT	0.00	55.00	1,555.00	0.00	(1,555.00)
05 1990 8345	HALL OF FAME	0.00	0.00	0.00	0.00	0.00
05 1990 8355	ROTC MILITARY REIMBURSEMENT	0.00	0.00	3,173.39	0.00	(3,173.39)
05 1990 8371	HS SOCIAL COMMITTEE	0.00	0.00	602.83	0.00	(602.83)
Subtotal: 1000		0.00	76,336.02	455,223.04	0.00	(455,223.04)
05 5690 8104	ELEM LIBRARY	0.00	71.99	120.94	0.00	(120.94)
05 5690 8355	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	71.99	120.94	0.00	(120.94)
05 8310	BAKE SHOPPE - CLOSED	0.00	0.00	0.00	0.00	0.00
Subtotal: TRANSFER		0.00	0.00	0.00	0.00	0.00
Fund Total:		0.00	76,408.01	455,343.98	0.00	(455,343.98)

Fund: 06 CAFETERIA

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1611	DAILY SALES	45,000.00	23,030.72	191,244.25	424.99	(146,244.25)
06 1650	SUMMER MEAL PROGRAM	30,000.00	0.00	0.00	0.00	30,000.00
06 1990 0005	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	36.05	0.00	(36.05)
Subtotal: 1000		75,000.00	23,030.72	191,280.30	255.04	(116,280.30)
06 3150	STATE REIMBURSEMENT	5,000.00	0.00	327,392.36	6,547.85	(322,392.36)
Subtotal: 3000		5,000.00	0.00	327,392.36	6,547.85	(322,392.36)
06 4210	FEDERAL REIMBURSEMENT	850,000.00	0.00	38,395.00	4.52	811,605.00
06 4211 0005	FED REIMB/CACFP	70,000.00	16,839.11	47,016.01	67.17	22,983.99
Subtotal: 4000		920,000.00	16,839.11	85,411.01	9.28	834,588.99
06 5200	FUND TRANSFERS	0.00	0.00	0.00	0.00	0.00
06 5690	OTHER NON REVENUE RECEIPTS	0.00	1,208.31	1,563.44	0.00	(1,563.44)
Subtotal: 5000		0.00	1,208.31	1,563.44	0.00	(1,563.44)
Fund Total:		1,000,000.00	41,078.14	605,647.11	60.56	394,352.89

Fund: 07 BOND FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL TAXES	1,400,000.00	554,418.13	1,131,541.32	80.82	268,458.68
07 1115	CARLINE TAXES	900.00	903.92	1,046.61	116.29	(146.61)
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	24,330.47	121.65	(4,330.47)
07 1510	INVESTMENT INCOME	100.00	256.49	1,135.62	1,135.62	(1,035.62)
Subtotal: 1000		1,421,000.00	555,578.54	1,158,054.02	81.50	262,945.98
07 3130	HOMESTEAD EXEMPTION	27,000.00	12,984.43	38,953.29	144.27	(11,953.29)
07 3131	RELIEF TO PROPERTY TAXPAYERS	28,000.00	41,514.97	84,338.27	301.21	(56,338.27)
07 3132	PERSONAL PROPERTY TAX CREDIT	27,000.00	0.00	0.00	0.00	27,000.00
07 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	0.00	0.00	0.00	0.00	0.00
07 3180	PRO-RATA MOTOR VEHICLE	2,000.00	0.00	2,408.62	120.43	(408.62)
Subtotal: 3000		84,000.00	54,499.40	125,700.18	149.64	(41,700.18)
07 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
07 5200	LONG TERM LOAN	0.00	0.00	0.00	0.00	0.00
07 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:		1,505,000.00	610,077.94	1,283,754.20	85.30	221,245.80

Fund: 08 SPECIAL BLDG FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL TAXES	0.00	0.00	0.00	0.00	0.00
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00
08 1510	INTEREST ON LOCAL RECEIPTS	1,000.00	1,599.83	10,603.69	1,060.37	(9,603.69)
08 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		1,000.00	1,599.83	10,603.69	1,060.37	(9,603.69)
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	499,313.89	0.00	(499,313.89)
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	499,313.89	0.00	(499,313.89)
Fund Total:		1,000.00	1,599.83	509,917.58	50,991.76	(508,917.58)

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	300,000.00	143,165.96	335,216.85	111.74	(35,216.85)
09 1115	CARLINE TAXES	500.00	233.27	285.16	57.03	214.84
09 1120	PUBLIC POWER DIST SALES TAX	5,000.00	0.00	6,278.87	125.58	(1,278.87)
09 1510	INVESTMENT INCOME	100.00	0.00	338.41	338.41	(238.41)
09 1990	OTHER LOCAL RECEIPTS	100.00	0.00	0.00	0.00	100.00
Subtotal: 1000		305,700.00	143,399.23	342,119.29	111.91	(36,419.29)
09 3130	HOMESTEAD EXEMPTION	17,000.00	3,350.85	10,052.55	59.13	6,947.45
09 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	10,713.59	21,820.47	0.00	(21,820.47)
09 3132	PERSONAL PROPERTY TAX CREDIT	20,000.00	0.00	0.00	0.00	20,000.00
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	717.76	71.78	282.24
Subtotal: 3000		38,500.00	14,064.44	32,590.78	84.65	5,909.22
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:		344,200.00	157,463.67	374,710.07	108.86	(30,510.07)

Fund: 12 STUDENT FEES

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
12 1741 1510	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00
12 1741 1696	H.S. PARTICIPATION FEES	0.00	935.00	4,635.00	0.00	(4,635.00)
12 1741 1697	M.S. PARTICIPATION FEES	0.00	0.00	2,200.00	0.00	(2,200.00)
12 1741 1698	H.S. BAND RENTALS	0.00	0.00	0.00	0.00	0.00
12 1741 1701	HS BAND FEE	0.00	350.00	586.00	0.00	(586.00)
12 1741 1706	M.S. BAND RENTALS	0.00	120.00	830.00	0.00	(830.00)
12 1741 1707	HUMAN SERVICES & HOSPITALITY	0.00	0.00	105.00	0.00	(105.00)
12 1741 1708	HEALTH FEES	0.00	15.00	950.00	0.00	(950.00)
12 1741 1710	H.S. ART FEES	0.00	0.00	325.00	0.00	(325.00)
12 1741 1718	DRIVERS ED	0.00	0.00	0.00	0.00	0.00
12 1741 1719	WOODS	0.00	120.00	400.00	0.00	(400.00)
12 1741 1721	MANUFACTURING	0.00	0.00	180.00	0.00	(180.00)
12 1741 1722	VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
12 1741 1723	HS LAPTOP INS FEE	0.00	2,443.45	5,976.42	0.00	(5,976.42)
12 1741 1790	EXTRA CURRICULAR ACTIVITY FEES	0.00	0.00	0.00	0.00	0.00
12 1741 1809	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		0.00	3,983.45	16,187.42	0.00	(16,187.42)
Fund Total:		0.00	3,983.45	16,187.42	0.00	(16,187.42)

Revenue Summary Report
Processing Month: 05/2024

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	25,368,811.00	6,161,636.70	23,887,569.56	94.16	1,481,241.44

Plattsmouth Community Schools
Fund

Cash Flow Report

	Cash Flow Beginning Cash	Cash Flow Revenue During Month	Cash Flow Expenses During Month	Cash Flow Ending Cash
01 GENERAL				
02 DEPRECIATION FUND	2,841,963.84	5,267,182.70	(1,772,775.62)	6,336,370.92
03 EMPLOYEE BENEFITS FUND	25,933.18	1.75	0.00	25,934.93
05 ACTIVITY FUND	25,555.06	3,841.21	(3,764.18)	25,632.09
06 CAFETERIA	145,413.50	76,408.01	(84,655.34)	137,166.17
07 BOND FUND	435,399.39	41,078.14	(89,730.01)	386,747.52
08 SPECIAL BLDG FUND	294,063.51	610,077.94	0.00	904,141.45
09 QUALIFIED CAPITAL PURPOSE	832,483.08	1,599.83	0.00	834,082.91
UNDERTAKING FU	181,144.85	157,463.67	0.00	338,608.52
Grand Total:	4,781,956.41	6,157,653.25	(1,950,925.15)	8,988,684.51

General Fund	MAY
Petty Cash	\$ 12,680.17
Accounts Payable	\$ 277,209.33
Payroll	\$ 5,364,300.58
Total of bank accounts balances	\$ 5,654,190.08
Plus	
Head Start bank balance	\$ 963,971.41
NLAF	\$ 105,098.12
Total	\$ 6,723,259.61
Less	
Acct. Code Correction-trans out	\$ 141.17
Cafeteria Fund	\$ 386,747.52
End of Month Fund Total	\$ 6,336,370.92



PCS SUPERINTENDENT REPORT

June 2024

Dr. Richard E. Hasty

Congratulations!

Congratulations to our PCS soccer student-athletes who earned All-State recognition.

Lincoln Journal Star:

Boys Soccer: Dominic Vercellino and Logan Ksiazek - Honorable Mention

Girls Soccer: Hailey Sanchez, Julia Sweeney, and Ireland Todd - Honorable Mention

Omaha World-Herald:

Boys Soccer: Dominic Vercellino - 2nd Team, Traceson Skalberg and Logan Ksiazek - Honorable Mention

Girls Soccer: Hailey Sanchez, Julia Sweeney, and Ireland Todd - Honorable Mention

Congratulations to our PCS baseball student-athletes who earned All-State recognition.

Omaha World-Herald: Gage Olsen (Infield) and Gabe Villamonte (Pitcher) - 1st Team; Caleb Adkins, Eli Horner, Henry Loontjer, and Logan Wooten - Honorable Mention; Gage Olsen also earned 2nd Team All-Nebraska (Infield)



Spring NCPA Academic All-State Award

Congratulations to our students who earned Spring 2024 Nebraska Chiropractic Physicians Association (NSCA) Academic All-State Awards.

Baseball - Gage Olsen and Gabe Villamonte

Journalism - Ciara Basch and Haylie Briggs

Music - Samantha McKnight and Gertrude Yoder

Boys Soccer - Logan Ksiazek

Girls Soccer - Ireland Todd and Ciara Whitley

Boys Track and Field - Liam LaSure and Hunter Mazzulla

Girls Track and Field - Kayla Briggs and Mila Wehrbein

Nebraska State Colleges Multi-Activity Student Award



Nebraska State College System | www.nscs.edu

Congratulations to our students listed in the attachment who earned 2023-2024 Nebraska State Colleges Multi-Activity Student Awards. Click [HERE](#) for the lengthy list of students who earned these awards.



Congratulations to Lily Guthner, Eli Horner, and Gerti Yoder for earning All-State Choir recognition from the Nebraska Choral Directors Association. Way to represent Blue Devil Nation!

6 WAYS to receive a warning

- NOAA Weather Radio
- Local TV and Radio
- Wireless Emergency Alerts & Weather Apps
- Outdoor Sirens
- Internet Sites
- Cell Phone
- From Your Friends, Family and Coworkers

Additional Resources

- [NWS Omaha Web Page](#)
- [NWS Omaha Weather Story Graphics](#)
- [Hourly Forecasts for a Point](#)
- [Severe Weather Outlooks](#)
- [Excessive Rainfall Outlooks](#)
- [Severe Weather Safety](#)

How To Report SEVERE WEATHER To The NWS

FACEBOOK
facebook.com/nwsomaha

TWITTER
[@NWSOmaha](https://twitter.com/NWSOmaha)

EMAIL
nws.omaha@noaa.gov

MOBILE APP
mPING

EASY ONLINE FORM
nws.ncep.noaa.gov/report/

National Oceanic and Atmospheric Administration
U.S. Department of Commerce

National Weather Service
Omaha/Valley, NE

Check out the tips above for how to receive a weather warning and also how to report severe weather to the National Weather Service. You can also click [HERE](#) for the information.

Thunderstorms can escalate quickly.

Clear skies can quickly turn dark and ominous, whether due to pop-up thunderstorms or squall lines. Be prepared!



Set up a way to get weather warnings on your phone



When alerted to a storm, get inside a sturdy building immediately



Stay away from windows once indoors



If a building isn't nearby, get inside a vehicle



weather.gov



Check out the tips above from the National Weather Service for thunderstorms.

Be Prepared for Nighttime Tornadoes



NOAA Weather Radio

Test regularly and make sure it's tuned to your local station

Safe Place

Have a safe place prepared if you know storms are coming

Cell phone

Turned on, charged and Wireless Emergency Alerts enabled

Flashlight & Shoes

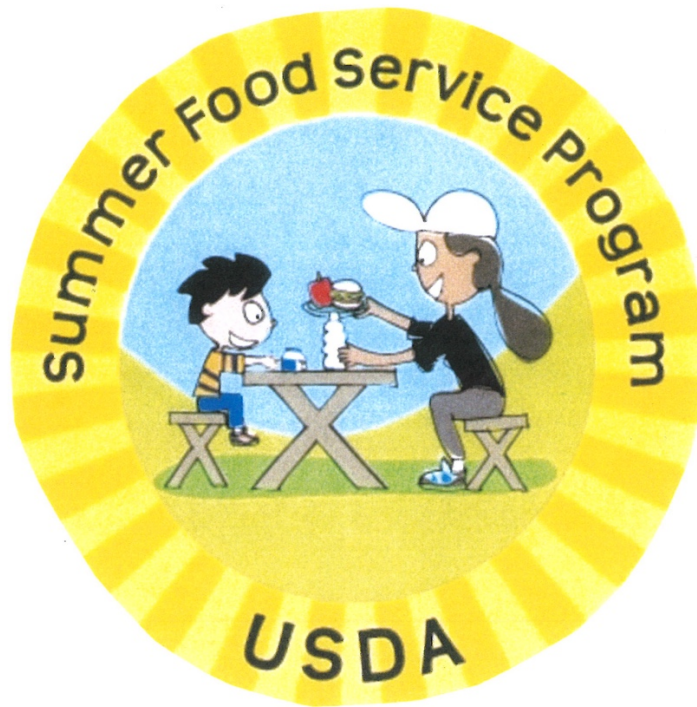
Keep flashlight and sturdy shoes handy



weather.gov



Spring is here. Tornadoes are a possibility for us. Check out the tips above from the National Weather Service. Click [HERE](#) for more information.



FREE SUMMER MEALS
CHILDREN AGES 1-18
JUNE 3RD 2024-JULY 31ST (CLOSED JULY 4TH)
PLATTSMOUTH ELEMENTARY SCHOOL- DOOR 29
1724 8TH AVE PLATTSMOUTH NE
BREAKFAST-7:45 AM -8:45 - LUNCH 11:30-12:30
* THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER



PCS is offering a summer food service program (SFSP) that includes free on-site breakfast and lunch for children from ages 1 to 18. The program will be offered in Plattsmouth Elementary School at 1724 8th Ave. Please enter through door #29.

Meals will be available on-site Monday through Friday, except July 4, from June 3, 2024, to July 31, 2024. Breakfast is from 7:45 AM to 8:45 AM. Lunch is from 11:30 AM to 12:30 PM.

Wellness

On June 12, 2023, our Board of Education approved Policy 5417 School Wellness Policy and AR 5417 School Wellness Policy Administrative Regulation. We welcome your feedback relative to the policy and administrative regulation. Feedback can be submitted using the link provided below.

[5417 School Wellness Policy](#)

[AR5417 School Wellness Policy Administrative Regulation](#)

[School Wellness Policy Feedback](#)

Triennial Assessment Results - Click [HERE](#) to see numerous documents related to the results of our PCS Triennial Assessment of our wellness policy.



PCS Board of Education

 Brian Harvey President	 Max Muller Vice President	 Nolan Siemonsma Secretary/Treas.
 Jim Allen Board Member	 Tony Foster Board Member	 Jeremey Shuey Board Member
 Karen Tesarek-Parsons Board Member	 Ken Winters Board Member	 Joe Woracek Board Member

Our PCS Board of Education, as of Apr. 8, 2024, is shown above. Please take a moment to thank ALL of our Board of Education members for their service to our students, families, staff members, and our community! They spend many hours volunteering their time to improve opportunities for our students.



This is a friendly reminder of the building dismissal times.

Early Childhood - 2:30 PM

Elementary School - 3:20 PM

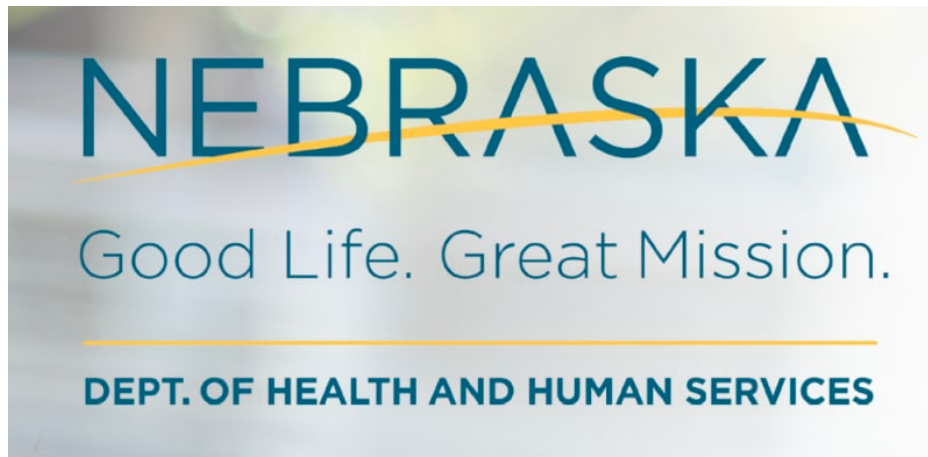
Middle School - 3:30 PM

High School - 3:30 PM

On Mon., Feb. 12, 2024, our PCS Board of Education approved the 2024-2025 District Calendar that is available by clicking [HERE](#).



At our December 2023 meeting, I presented our 2022-2023 PCS Annual Report. If you have not seen it, click [HERE](#) and view it. Much of the information in our annual report is from the Nebraska Education Profile (NEP) which is located at <https://nep.education.ne.gov/>. On the NEP site, there is data for the Plattsmouth Community Schools, as well as other school districts and the State of Nebraska. Scroll down the page to see various links and the ability to also perform comparisons with other school districts.



If you or someone you know are receiving Medicaid benefits or would like more information about it, please read some communication below from the Nebraska Department of Health and Human Services. There are also several links to related documents in English and Spanish.

*We want to remind parents to update their family's information with Medicaid so their children can keep their Medicaid coverage.

*Even if the parent is no longer eligible, their child may still qualify for coverage.

*Our goal is to ensure that every student continues to receive the necessary support to access healthcare.

[Medicaid Public Health Emergency Flyer - English](#)

[Medicaid Public Health Emergency Flyer - Spanish](#)

[Medicaid Public Health Emergency Fact Sheet - English](#)

[Medicaid Public Health Emergency Fact Sheet - Spanish](#)

[Medicaid No Longer Qualify Your Child May - English](#)

[Medicaid No Longer Qualify Your Child May - Spanish](#)

PLATTSMOUTH COMMUNITY SCHOOLS STRATEGIC PLANNING



Thank you to our students, staff members, parents, and others who completed our strategic planning surveys and participated in community discussions. We received a report from the Nebraska Association of School Boards on March 20, 2024. Click [HERE](#) to watch it on Blue Devil Television (BDTV).



TRAILBLAZER CONFERENCE

We have many activities coming up in the next few weeks with our students.

Use the links below to quickly access our middle school activities and our high school activities. You can also go to individual building pages ([early childhood](#), [elementary school](#), [middle school](#), and [high school](#)) for additional information relative to individual items that are on those calendars.

[Middle School Activities](#)

[High School Activities](#)

OUR HOME-BASED PROGRAM HAS OPENINGS!

PLATTSMOUTH EARLY
CHILDHOOD CENTER

ARE YOU:

- Ready to give your child a jump start on learning?
- Looking for a playgroup for your baby or toddler?
- Wanting some extra parenting support?

HOME VISITORS:

- Partner with your family in teaching your child through play
- Support health and wellness for the whole family (including pregnancy)
- Provide educational activities

Fill out an application today!
402-296-5250

Sixpence

Plattsmouth Early Childhood Center Home-Based Program Openings

Check out the information in the graphic above, or view it separately using the link below.

[Plattsmouth Early Childhood Center Recruitment Brochure](#)

Food Bank for the Heartland Flyer

This flyer 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.

[Food Bank for the Heartland Website](#)

[Food Bank for the Heartland Flyer](#)

SNAP Next Step Employment and Training Program

Follow the link below for information about the SNAP Next Step Employment and Training Program from the Nebraska Department of Labor and the Department of Health and Human Services.

[SNAP Next Step Employment and Training Flyer](#)

Community Resources

Many community resources are identified in the document available below. PCS is providing these resources via SENCA for informational purposes.

[Cass County SENCA Resources](#)

CTE Building

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

[PHS Career Academies](#)

Board Meeting Minutes

Minutes from our Board of Education meetings are available at the link below. Draft minutes from the meeting on Apr. 8, 2024, are also available below.

[Board Meeting Minutes](#)

[DRAFT Meeting Minutes for May 13, 2024](#)

ESSER III

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 who 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 Jennifer 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.

Our plan for the expenditure of ESSER III funds is available at the link below. 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.

[Esser III Amendment August 26, 2022](#)

Thank You for Your Input

Thank you to everyone who provided input relative to our COVID-19 protocols and items for consideration in the development of our 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 holds quarterly meetings during the school year.

Click the link below to provide feedback relative to our PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!

[2023-2024 Plan for Safe Return to School](#)



Thank you for your support of the Plattsmouth Community Schools.

#PLATTSMOUTHSTRONG

Best regards,

A handwritten signature in blue ink that reads "Dr. Richard E. Hasty".



Superintendent Dr. Richard E. Hasty

**Plattsmouth High School
Principal's Report
Todd Halvorsen
June 10, 2024**

Plattsmouth High School Enrollment

Freshman- 100
Sophomores-134
Juniors- 117
Seniors- 106
Other- 8
Total- 465

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

High Academic Achievement and Professional Learning Communities (PLC)

I would like to send a special congratulations to our retirees Mrs. Meri Sedlak and Mr. Jim Knierim. They have spent many years supporting and teaching the students of Plattsmouth High School. The school year ended well with graduation and finals. Staff members will spend time over the summer working on curriculum for the upcoming school year.

Students and Staff of the Week

9th Graders:

Dairian Phillipson - 5.13.24

10th Graders:

Peyton Aughenbaugh - 5.13.24

11th Graders:

Isaiah Hamilton - 5.13.24

12th Graders:

Lincoln Bradney - 5.13.24

Staff:

Randy Schroeder - 5.13.24

School Counselor Report

Honors Night was held on Thurs, May 16th due to postponement because of no water in the building on Wed. There were many scholarships given out. There was \$143,000 given out during Honors Night but overall there was over \$2.1 million awarded to the class of 2024. Graduation was held on Sun, May 19th. There were 102 students who participated in the ceremony but an additional 7 who met their graduation requirements but chose not to attend.

Career Academies Board Report

Eighth grade students from PCMS and St. John's participated in a tour of PHS and student panel discussion on May 9th & 10th. This event was planned and facilitated by the Academy Core Leaders and is part of the orientation to Career Academies at PHS.

The Class of 2024 graduated with 42 Career Pathway Completers. These students were recognized for their completion of a series of courses aligned with the Nebraska Department of Education Programs of Study. Each Pathway completed.

Athletic/Activities Report

Baseball finished their season by losing their first two games at state. They had a great year. The track team qualified 7 for the State meet. Stella Camp, Kayla Briggs, Mallory Robbins, Peyton Aughenbaugh, Orion Parker, Ayzin Fulmer and Elijah Dix. Boy's Golf did not qualify anyone for the State meet.

Summer camps and weights are underway.

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
June 10, 2024
Current Enrollment Numbers for 2023-24

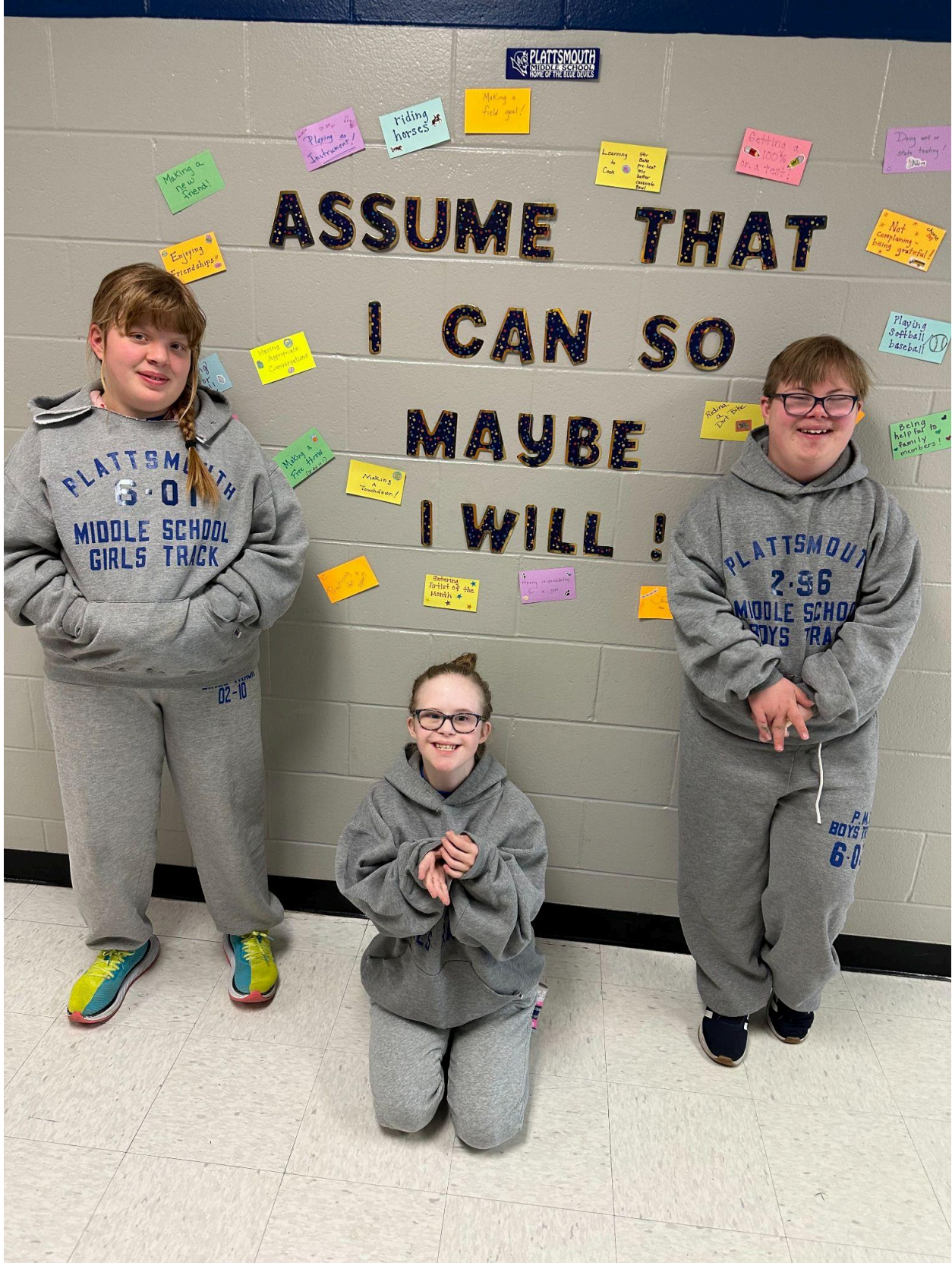
5th-80
6th-96
7th-97
8th-109
Total-382

I want to recognize Al Smith. Al has been a custodian here at PCMS the past couple of years. Al is now retired as of last week. Al always came to work with a positive attitude and did his best.

Thank you to Franny Stearns, parent, and Tami Haikus for running our fundraiser. We raised funds to add to our account that is flagged for a new PA system on our football field. We are getting closer!!

This summer we are working on our schedule to meet the needs of all students. Mr. Dix, Mr. Biere and Mr. Lofing for putting in hours to enhance our current behavior process that we implemented in January. Mr. Michel and I attended the Gallup At Work conference this past week with Dr. Hasty, Mr. Niehus and Dr. Johnson. It was nice to get out of the office and learn from others. This was a very well attended conference!

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.



ASSUME THAT
I CAN SO
MAYBE
I WILL!

- Making a New Friend!
- Enjoying Friendships!
- Playing an Instrument!
- Riding horses!
- Making a field goal!
- Learning to Can!
- Getting a 100% on a test!
- Doing well on state testing!
- Not Complaining - Being grateful!
- Playing softball/baseball!
- Being helpful to family members!
- Making a Teacher's!
- Relieving first of the Month!
- Playing volleyball!
- Making a Teacher's!

PLATTSBURGH
6-01
MIDDLE SCHOOL
GIRLS TRICK

PLATTSBURGH
2-36
MIDDLE SCHOOL
BOYS TRICK

PLATTSBURGH
2-36
MIDDLE SCHOOL
BOYS TRICK

Plattsmouth Elementary School

Board of Education Report
 Dr. Amber Johnson, Elementary Principal
 June 10, 2024

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

Grade	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Kdg.	83	88	90	90	90	90	90	90	91	90	91	92
1st	80	80	79	78	79	80	80	79	79	80	82	82
2nd	92	89	83	84	83	84	85	86	86	86	86	86
3rd	94	98	99	98	98	97	97	97	97	98	98	98
4th	95	98	94	94	93	94	95	92	92	94	95	95
Total	444	453	445	444	443	445	447	444	445	448	452	453

1. WE DID IT!:

The 2023-2024 school year is in the books!! Overall, it was a very successful school year! PES focused on small group instruction, implementing a new reading curriculum, “Into Reading”, as well as focusing on the continuous improvement process as it relates to reading. Our staff persevered through, and our student achievement results continued to improve throughout the course of the school year!

1. K-4 2024 Spring MAP Update:

Our K-4 students took the Spring MAP Assessment over the course of April and May. We are proud of our overall results as it reflects back to our overall continuous improvement process. Below is the noted percent of students who met and/or exceeded proficiency in the area of reading, as well as math. We have dedicated time and effort toward continued small group instruction as noted above. Way to go, PES staff and students!

**Plattsmouth Elementary School
 2023-2024 NWEA MAP Data
 and
 Percent of Students Who Met Projected RIT Growth**

Goal is 80% at or above the 41%-tile

Reading

Grade	Fall 2023 Student performance at or above the 41%-tile	Winter 2023 Student performance at or above the 41%-tile	Spring 2024 Student performance at or above the 41%-tile
Kindergarten	75%	80%	86%
1st	61%	57%	63%
2nd	57%	60%	72%
3rd	58%	56%	62%
4th	67%	73%	76%
Average	64%	65%	72%

Math

Grade	Fall 2023 Student performance at or above the 41%-tile	Winter 2023 Student performance at or above the 41%-tile	Spring 2024 Student performance at or above the 41%-tile
Kindergarten	80%	85%	86%
1st	71%	71%	63%
2nd	51%	47%	63%
3rd	63%	67%	74%
4th	79%	77%	81%
Average	69%	69%	73%



**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
June 2024**

Early Childhood Numbers as of: 05/01/2024

Enrollment:

Accepted for Tuition/Head Start for 2023-2024:

PECC	67
Conestoga Head Start	16
Total for Head Start	83 out of 100
Tuition at PECC	28
<i>Total Enrollment for PECC/Conestoga</i>	<i>111</i>

Birth to Three Program Enrollment Report:

Sixpence	13
Birth to 5 Special Education Home/Community Based/Speech	43
Early Head Start	9 out of 10

Attendance (2023-2024)

Week Of:	Head Start Only	Tuition Only	Combined
05/06/2024	92.47%	97.32%	93.69%
05/13/2024	95.09%	95.24%	95.13%
05/20/2024	89.24%	94.64%	90.65%

Head Start Grant Information:

The Fiscal Year (FY) 2024 is a New grant application and was due on Oct. 1st, 2023. The grant was submitted September 27, 2023. The chart below outlines the funding amounts for the grant for fiscal year 2024.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	\$1,144,435	100
Early Head Start program Operations & Trainings and Technical Assistance	\$180,077	10
Total Grand Funding	\$1,324,512	110

In-Kind (non-federal share) for HS & EHS	\$331,128	
Total Grant Amount	\$1,655,640	

Office of Head Start Communications:

- ACF-OHS-PI-24-04 New Eligibility Provisions for Migrant and Seasonal Head Start Programs
- ACF-OHS-PI-24-03 New Eligibility Provisions for American Indian and Alaska Native Programs
- ACF-OHS-IM-24-01 Strategies and Recommendations for Supporting Mental Health

Personnel:

- We are currently looking for another preschool teacher and Family Support Advocate for the 2024-2025
- We are looking for para educators for the 2024-2025 school year

Policy Council:

- Reviewed reports: Directors, Health, Education, and Family
- Discussed parent survey
- Parent handbooks
 - Conestoga
 - PECC
 - B-3

Respectfully submitted,
Mrs. Juli Beck, Cass County Head Start Director

New Eligibility Provisions for Migrant and Seasonal Head Start Programs

eclkc.ohs.acf.hhs.gov/policy/pi/acf-ohs-pi-24-04

New Eligibility Provisions for Migrant and Seasonal Head Start Programs ACF-OHS-PI-24-04

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

- 1. Log Number:** ACF-OHS-PI-24-04
- 2. Issuance Date:** 05/13/2024
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Eligibility; MSHS; Migrant and Seasonal Head Start; Consolidated Appropriations Act; Fiscal Year 2024

Program Instruction

To: All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

Subject: New Eligibility Provisions for Migrant and Seasonal Head Start Programs

Instruction:

On March 23, 2024, President Biden signed the [Further Consolidated Appropriations Act, 2024 \(Public Law 118-47\)](#), which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), [ACF-OHS-PI-24-02](#). This PI describes changes to eligibility requirements for Region XII, Migrant and Seasonal Head Start (MSHS) recipients in Section 239 of the Further Consolidated Appropriations Act, 2024.

The new provision expands opportunities for MSHS programs to more effectively serve the families they were designed to serve. Our nation's rich agricultural history has always featured the incredible resilience

of farmworkers and their families. MSHS programs take great pride in supporting the legacy of these families and offering new opportunities for future generations.

Implementation of the New Eligibility Provision

This provision specifies that in FY 2024, and every year after, MSHS programs can serve any age-eligible child who has one family member whose income comes primarily from agricultural employment as defined in Section 3 of the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1802), regardless of total family income.

In accordance with the Head Start regulations at 45 CFR §§[1302.14](#) and [1302.11\(b\)](#), programs are required to annually establish selection criteria that weigh the prioritization of participants based on needs identified in the community needs assessment. MSHS programs must still follow these requirements and use selection criteria to enroll children who would benefit most from their services, prioritizing the children of migrant farmworker families. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 239, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

One unique characteristic of MSHS eligibility is a family connection to agricultural employment. To be eligible for a MSHS program before the passage of this provision, a family had to show that their income came primarily from agricultural labor, in addition to meeting income eligibility or other criteria for Head Start services. However, it has become increasingly less common for agricultural work to be the primary source of a family's income. Agricultural work has become less available or stable due to unpredictable weather events and higher pay in other industries.

This new law addresses such barriers while maintaining the MSHS connection to agricultural work. Now, a child is eligible if at least one family member's income comes primarily from agricultural work. To make this determination, a program must verify that more than 50% of the individual's income comes from agricultural work. The new provision also reiterates the requirement that MSHS programs prioritize farmworker families who would benefit most from their programs — especially migrant farmworker families who have relocated frequently within the past two years to pursue agricultural work.

Per Section 239, for the purposes of eligibility, MSHS programs are now required to collect income information from only one family member to determine whether the individual's income comes primarily from agricultural work. However, if a MSHS program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect income information from the entire family accordingly.

This new law is effective immediately. It applies this fiscal year and for all future years. However, no child who is currently served in a MSHS program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

Additional Details on Eligibility, Recruitment, Selection, Enrollment, and Attendance Requirements

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, MSHS programs should follow the new statutory provision in

Section 239. For example, MSHS programs are no longer required to adhere to income eligibility requirements under [45 CFR §1302.12\(c\)](#). However, these programs are still required to verify eligibility under 45 CFR §1302.12(f) based on the income of one family member coming primarily from agricultural employment.

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (45 CFR §1302.12(b)). Per [45 CFR §1302.13](#), programs also must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services and encourage and assist them in applying for admission to the program.

Please note, as emphasized in Section 239, a MSHS program is still required to prioritize migrant families who move multiple times within a 2-year period for enrollment. Existing enrollment ([45 CFR §1302.15](#)) and attendance ([45 CFR §1302.16](#)) regulations also remain.

Definitions

This new statutory language does not change the definition of *family* in the existing HSPPS. The definition of *migrant family* is now outdated, in part — a migrant family no longer needs to have a family income that comes primarily from agricultural employment. Rather, the family must have one family member whose income comes primarily from agricultural employment, which is operationalized as more than 50% of one family member's income is derived from agricultural employment.

The term *agricultural employment* (29 U.S.C. § 1802 (3)) means employment in any service or activity included within the provisions of Section 3(f) of the Fair Labor Standards Act of 1938 ([29 U.S.C. 203\(f\)](#)) or section [3121\(g\) of title 26](#), such as the handling, planting, drying, packing, packaging, processing, freezing, or grading prior to delivery for storage of any agricultural or horticultural commodity in its unmanufactured state. In accordance with current practice, programs should apply this definition consistent with their community needs assessment and selection criteria.

Data and Reporting

The OHS [Program Information Report \(PIR\)](#) provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to MSHS eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those MSHS programs that deem families eligible per the new language in Section 239 during this program year.

Monitoring

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 monitoring reviews will be monitored according to these changes to MSHS eligibility policy. FY 2025 monitoring protocols will reflect these changes.

Full Enrollment Initiative

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative.

Change in Scope Process

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

Training and Technical Assistance (TTA) and Ongoing Support

With this new law, many resources and materials available to programs on the [Early Childhood Learning and Knowledge Center \(ECLKC\)](#) will need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the [four National Centers](#) and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback will be shared soon. Please send your questions about these changes to MSHeadStart@acf.hhs.gov.

OHS is grateful for your partnership in implementing this new change so that more families are eligible for Migrant and Seasonal Head Start services. Thank you for the work you do on behalf of children and their families. I look forward to our continued partnership.

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Program Instruction:
[New Eligibility Provisions for Migrant and Seasonal Head Start Programs](#) (46.82 KB)

Historical Document

New Eligibility Provisions for American Indian and Alaska Native Programs

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-ohs-pi-24-03

New Eligibility Provisions for American Indian and Alaska Native Programs ACF-OHS-PI-24-03

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

- 1. Log Number:** ACF-OHS-PI-24-03
- 2. Issuance Date:** 05/13/2024
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Eligibility; AIAN; American Indian and Alaska Native; Consolidated Appropriations Act; Fiscal Year 2024

Program Instruction

To: All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

Subject: New Eligibility Provisions for American Indian and Alaska Native programs

Instruction:

On March 23, 2024, President Biden signed the [Further Consolidated Appropriations Act, 2024 \(Public Law 118-47\)](#), which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), [ACF-OHS-PI-24-02](#). This PI describes changes to eligibility criteria for Region XI, American Indian and Alaska Native (AIAN) Head Start recipients in Section 238 of the Further Consolidated Appropriations Act, 2024.

OHS regularly engages with tribes to understand the special circumstances of AIAN Head Start programs. Through regular consultation, tribal leaders and Tribal Head Start administrators have indicated that tribes should be able to exercise appropriate discretion in determining which children should be eligible and

prioritized for Head Start services. Following this historic statutory change, OHS affirms that tribes — to the maximum extent possible — should determine which children in their communities would most benefit from Head Start services.

Implementation of the New Eligibility Provision

This provision specifies that in FY 2024, and every year after, AIAN programs have the discretion to consider eligibility for Head Start services regardless of income. This provision applies to programs operated by an Indian tribe as defined in the Head Start Act, 42 U.S.C. 9801, or designated by an Indian tribe to operate on its behalf. The new language applies to both tribal and non-tribal children in an AIAN program's service area. This law will increase the number of children in tribal communities who are eligible to participate in Head Start services, including opportunities to participate in activities that engage their Native language and culture.

In accordance with the Head Start regulations at 45 CFR §§[1302.14](#) and [1302.11\(b\)](#), AIAN programs are still required to annually establish selection criteria to enroll children in their service area who would benefit most from Head Start services. These selection criteria must weigh the prioritization of participants based on needs identified in the community needs assessment. The criteria may, at the program's discretion, include prioritizing children in families where a child, a family member, or a member of the same household is a member of an Indian tribe. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 238, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

Per Section 238, AIAN Head Start programs no longer have income requirements for eligibility. This means that AIAN programs do not need to collect income information from families for the purposes of eligibility. However, if an AIAN program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect family income information accordingly.

This new law is effective immediately. It applies this fiscal year and for all future years. However, no child who is currently served in a Tribal Head Start program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

Additional Details on Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Requirements

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, AIAN programs should follow the new statutory provision in Section 238. For example, tribal programs are no longer required to verify eligibility based on income or maintain income eligibility records ([45 CFR §1302.12\(i\),\(k\)](#)).

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (45 CFR §1302.12(b)). Per [45 CFR §1302.13](#), programs must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services, and to encourage and assist them in applying for admission. Existing enrollment ([45 CFR §1302.15](#)) and attendance ([45 CFR §1302.16](#)) regulations also remain.

As emphasized in Section 238, a tribal program may, at its discretion, use selection criteria to give priority to children in families where a child, a family member, or a member of the same household is a member of an Indian tribe and would benefit from the Head Start program. Tribal membership enrollment criteria are outlined in tribal constitutions, articles of incorporation, or ordinances. The criteria vary from tribe to tribe, so [uniform membership requirements do not exist](#). Tribes have the authority to define their tribal membership requirements and how they will use those requirements for Head Start selection criteria.

Please note that guidance under ACF-IM-HS-23-02 American Indian and Alaska Native (AIAN) Eligibility Through Tribal TANF is no longer relevant. AIAN programs no longer must adhere to income eligibility requirements, inclusive of Head Start program eligibility due to receipt of public assistance.

Data and Reporting

The OHS [Program Information Report \(PIR\)](#) provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to AIAN eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those AIAN programs that deem families eligible per the new language in Section 238 during this program year.

Monitoring

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 [monitoring reviews](#) will be monitored according to these changes to AIAN eligibility policy. FY 2025 monitoring protocols will reflect these changes.

Full Enrollment Initiative

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative (FEI). OHS plans to extend flexibility to AIAN grant recipients in the FEI to allow time to implement this new law.

Change in Scope Process

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

Training and Technical Assistance (TTA) and Ongoing Support

With this new law, many resources and materials available to programs on the [Early Childhood Learning and Knowledge Center \(ECLKC\)](#) need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the [four National Centers](#) and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families. The TTA system offers support at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback through the Tribal consultation process will be shared soon. Please send your questions about these changes to AIANHeadStart@acf.hhs.gov.

OHS is grateful for your partnership in implementing this important change so that more families in tribal communities are eligible for Head Start services. Thank you for the work you do on behalf of children and their families. I look forward to our continued partnership.

/ Khari M. Garvin /

Khari M. Garvin
Director
Office of Head Start

See PDF Version of Program Instruction:

[New Eligibility Provisions for American Indian and Alaska Native Programs](#) (43.41 KB)

Historical Document

Plattsmouth Community Schools
Board of Education Report
Amanda Wright
Special Education Director
June 10th, 2024

Special Education Student Numbers

- Elementary: 111 in May of 2024
- Middle School: 67 in May of 2024
- High School: 74 in May of 2024
- Non-Public: 12 in May of 2024
- Total K-12: 264 in May of 2024

Flex Funding Application

Flexible Funding projects allow for the use of special education funding for preventative support services for those students not identified or verified as having a disability, but who demonstrate a need for specially designed assistance in order to benefit from the school's general education curriculum and to avoid the need for potentially expensive special education placement and services. The flexible funding option is available to school districts at a maximum of 5% of the total allowable and reimbursable special education costs for school-age costs. This grant application is due July 15th.

MOE Eligibility Standard

School district eligibility for receipt of Individuals with Disabilities Education Act (IDEA Part B) federal funds is contingent upon maintaining fiscal effort from year to year. Districts are required to report estimated special education expenditures, receipts, and resident child counts to establish eligibility for the receipt of IDEA Part B funds during the 2024-2025 year. This report is due July 16th.

Open Positions

We are working to fill the following classified staff positions for the 2024-2025 school year:

- Custodians: 1
- Paraeducators: 7

Plattsmouth School District
Out-of-State Field Trip Request Form

Name of Requestor Joel Dix	Name of Group: Track	Date: 5-24-24
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Destination: Topeka, KS (Washburn Uni.)	Departure Date: 6-10-24
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Purpose of Trip We are attending a pole vault camp at Washburn University.

Transportation Required: Yes	How Funded: <input type="checkbox"/> District Funded <input type="checkbox"/> Grant Funded <input checked="" type="checkbox"/> Donation/Fundraiser Track fundraiser <input checked="" type="checkbox"/> Other Explain: parent payment
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Number of Students Participating: 3	Chaperones Required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many?
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Notes:
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**ADDENDUM TO
PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
AND
PLATTSMOUTH EDUCATION ASSOCIATION
NEGOTIATED AGREEMENT 2024-2025**

The Board of Education of **Cass County School District 0001, a/k/a Plattsmouth Community Schools** (the Board”) and the **Plattsmouth Education Association** (“PEA”) agree to the following Addendum to the 2024-2025 Negotiated Agreement dated August 1, 2024, and continuing thereafter until 12:00 midnight, July 31, 2025:

- 1. The 2024-2025 Extra Duty Schedule of the agreement shall be modified to include the following additions.**

MS and HS Head Girls Wrestling Coach – 19%

MS and HS Assistant Girls Wrestling Coach – 14%

*Under this coaching format, it is anticipated that both coaches will work two (one MS and one HS) seasons of girls wrestling with MS Girls Wrestling from approximately October to December and HS Girls Wrestling from approximately November to February.

- 2. Other Terms:** Except as modified herein, the Contract shall in all other respects continue and remain in effect.

Plattsmouth Education PEA

Plattsmouth Community School District

PEA President Date
Leigh LaRosa

BOE President Date
Brian Harvey

PEA Head Negotiator Date
Sherri Johnson

BOE Head Negotiator Date
Karen Parsons

Business OperationsOperational Finance – Management of Capital Reserves

Capital reserve funds are to be managed in the best interest of the district. All capital reserve accounts shall be initiated by a resolution of the board. The Superintendent and/or Business Manager will report to the Board on a regular basis regarding rates of return and make recommendations as needed to best utilize the district's reserves. The Superintendent and/or Business Manager shall specifically report to the Board at any time the reserves fall below 15% or above 30% of the general fund budget. The sum of all reserves, including contingency funds, depreciation funds, and cash reserves should not exceed 35% of the general fund budget.

Adopted: June 10, 2024

DRAFT

Community RelationsPublic Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine School District records, when permitted by law. The School District shall not make records of individual students, personnel, or other confidential material available, except as allowed by law or compelled by court order.

2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday, except legal holidays or other days the District is closed.

3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:

(a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.

(b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall determine a reasonable fee for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.

4. For residents of Nebraska and news media desiring to submit a public records request to the School District, a requester must submit a written request to the School District. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:

(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;

(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district; or

(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. If the response to the request is expected to require more than eight cumulative hours of staff time spent searching, identifying, physically redacting, or copying, the District may require the requester to furnish a deposit, as permitted under the Public Records Request Laws.

5. For nonresidents of Nebraska, a requester must submit a written request to the School District. The School District may then require the requester to submit a deposit, as permitted under the Public Records Request Laws.

Legal Reference: Neb. Rev. Stat. Sec. 84-712 et seq.

Date of Adoption: January 9, 2006

Reviewed: Mar. 12, 2007, Mar. 10, 2008, Mar. 9, 2009, 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, Feb. 12, 2024

Revised: July 8, 2024

Business OperationsPurchasing Policies

The Superintendent shall ensure that all purchases are made in the interest of economy and efficiency. Where necessary, standards and procedures shall be established to accomplish the following policies of the Board of Education:

1. Purchases up to \$25,000. For the greatest efficiency in expediting purchases, the administration shall be authorized to purchase any item specifically budgeted which has a sale price within the established limit.
2. Purchases from \$25,000 up to \$90,000. The Superintendent shall request the submission of proposals for purchases which have a sale price within the established limit. The Superintendent shall receive and evaluate all proposals in making a recommendation to the Board of Education for acceptance. The Board of Education may review all proposals submitted relating to the recommended purchase. Since this is a proposal system, not a bidding process, the school district in no way shall be obligated to arbitrarily award the contract to the lowest proposal, but shall reserve the right to reject any and all proposals or to waive any informality in any proposal it deems advisable, and to award to the proposer which, in its opinion, is most desirable.
3. Purchases of \$90,000 and above. The Superintendent shall advertise for sealed bids which shall be opened in conformity with any applicable laws and in compliance with any procedures established by the Superintendent. The Board retains the right to determine the responsibility of the bidders, and shall award the contract to the lowest responsible bidder meeting specifications, be the bidder a member or apart from the local community.
4. These purchasing limits or requirements will not apply in the event of a time-sensitive purchase, or a purchase where these requirements would not reasonably or practically apply, as long as the Superintendent obtains prior approval from the Board President, and the Board of Education subsequently ratifies said purchase at a subsequent Board meeting.
5. Any school employee who orders any supplies or equipment outside of that which has been included in the annual budget and without written authorization of the principal or Superintendent shall be personally liable for payment for the supplies or equipment purchased.
6. School employees or students purchasing supplies and equipment out of an activity account must first secure a purchase order from the principal authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.
7. The District need not comply with the bidding requirements if the District purchases property from the Nebraska State Purchasing Bureau, so long as the Nebraska State Purchasing Bureau competitively bid the purchase of property.
8. Notwithstanding anything to the contrary, no employee may enter into any agreement or

understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.
2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. Sec. 13-610
[Neb. Rev. Stat. Sec. 49-1401, et seq](#)

PROCUREMENT STANDARDS FOR HEAD START PURCHASING

Purpose of procurement standards. These standards are furnished to ensure that materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders. No additional procurement standards or requirements shall be imposed by the Federal awarding agencies upon recipients, unless specifically required by Federal statute or executive order or approved by OMB.

Recipient responsibilities. The standards contained in this section do not relieve Plattsmouth Community School District of the contractual responsibilities arising under its contract(s). Plattsmouth Community School District is the responsible authority, without recourse to the Federal awarding agency, regarding the settlement and satisfaction of all contractual and administrative issues arising out of procurements entered into in support of an award or other agreement. This includes disputes, claims, protests of award, source evaluation or other matters of a contractual nature. Matters concerning violation of statute are to be referred to such Federal, State or local authority, as may have proper jurisdiction.

Codes of conduct. The recipient Plattsmouth Community School District shall maintain written standards of conduct governing the performance of its employees engaged in the award and administration of contracts. No Plattsmouth Community School District employee, nor officer, nor agent shall participate in the selection, award, or administration of a contract supported by Federal funds if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, any member or his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award. The Plattsmouth Community School District officers, employees, and agents of the recipient shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub agreements. However, the Plattsmouth Community School District recipients may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The Plattsmouth Community School District standards of conduct provide for disciplinary actions to be applied for violations of such standards by Plattsmouth Community School District Plattsmouth School officers, employees, or agents of the recipient.

Competition. All procurement transactions by the Plattsmouth Community School District shall be conducted in a manner to provide, to the maximum extent practical, open and free competition. Plattsmouth Community School District shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or

otherwise restrain trade. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specification, requirements, statements of work, invitations for bids and/or requests for proposals shall be excluded from competing for such procurements. Awards by the Plattsmouth Community School District shall be made to the bidder or offer or whose bid or offer is responsive to the solicitation and is most advantageous to the recipient, price, quality and other factors considered. Solicitations accepted by the Plattsmouth Community School District shall clearly set forth all requirements that the bidder or offer shall fulfill in order for the bid or offer to be evaluated by Plattsmouth Community School District.

Procurement procedures.

(a) Plattsmouth Community School District shall establish written procurement procedures. Plattsmouth Community School District has provided for, at a minimum, the (1), (2) and (3) apply.

1.Plattsmouth Community School District shall avoid purchasing unnecessary items.

2.Plattsmouth Community School District where appropriate, will conduct an analysis of lease and purchase alternatives to determine which would be the most economical and practical procurement for the Federal Government.

3.Plattsmouth Community School District when making solicitations for goods and services provide for all of the following:

- (i) A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features, which unduly restrict competition.
- (ii) Requirements that the bidder/offer must fulfill and all other factors to be used in evaluating bids or proposals.
- (iii) A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
- (iv) The specific features of "brand name or equal" descriptions that bidders are required to meet when such items are included in the solicitation.

- (v) The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.
- (vi) Preference, to extend practicable and economically feasible, for products and services that conserve natural resources and protect the environment and energy efficient.

(b) Positive efforts shall be made by Plattsmouth Community School District to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. The recipient of Federal awards the Plattsmouth Community School District shall take all of the following steps to further this goal.

- (i) To ensure that small businesses, minority-owned firms, and women's business enterprises are used to the fullest extent; practicable.
- (ii) To make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms, and women's business enterprises.
- (iii) To consider in the contact process whether firms competing for larger contractors intend to subcontract with small businesses, minority-owned firms, and women's business enterprises.
- (iv) To encourage counteracting with consortiums of small businesses, minority-owned firms and women's business enterprises when a contract is too large for one of these firms to handle e individually.
- (v) To use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the solicitation and utilization of small businesses, minority-owned firms and women's business enterprises.

(c) The type of procuring instruments used (e.g., fixed price contracts, cost reimbursable contracts, purchase orders, and incentive contracts) shall be determined by Plattsmouth Community School District, but shall be appropriate for the particular procurement and for promoting the best interest of the program or project involved. The "cost-plus-a-percentage-of cost" or "percentage of construction cost" methods of contracting shall not be used.

(d) Plattsmouth Community School District shall enter into contracts only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement. Consideration shall be given to

such matters as contractor integrity, contractors insurance, record of past performance, financial and technical resources or accessibility to other necessary resources. In certain circumstances, contracts with certain parties are restricted by the agencies' implementation of E.O.s 12459 and 12689, "Debarment and Suspension.

(e) Plattsouth Community School District shall, on request, make available for the Federal awarding agency, pre-award review and procurement documents, such as request for proposals or invitations for bids, independent cost estimates, etc, when any of the following conditions apply:

1. Plattsouth Community School District procurement procedures or operation fails to comply with the procurement standards in the Federal awarding agency's implementation of this Circular.
2. The procurement is expected to exceed the small purchase threshold fixed at 41 U.S.C. 403 (11) (currently \$25,000) and is to be awarded without competition or only one bid or offer is received in response to a solicitation.
3. The procurement, which is expected to exceed the small purchase threshold, specifies a "brand name" project.
4. The proposed award over the small purchase threshold is to be awarded to other than the apparent low bidder under sealed bid procurement.
5. A proposed contract modification changes the scope of a contract or increases the contract amount by more than the amount of the small purchase threshold.

Cost and price analysis. Some form of cost or price analysis shall be made and documented in the procurement files in connection with every procurement action. Price analysis may be accomplished in various ways, including the comparison of price quotations submitted, market prices and similar indicia, together with discounts. Cost analysis is the review and evaluation of each element of cost to determine reasonableness, allocability and allowability.

Procurement records. Procurement records and files for purchases in excess of the small purchase threshold shall include the following at a minimum: (a) basis for contractor selection, (b) justification for lack of competition when competitive bids or offers are not obtained, and (c) basis for award cost of price.

Contract administration. A system for contract administration shall be maintained to ensure contractor conformance with the terms, conditions and specifications of the contract and to ensure adequate and timely follow up of all purchases. Recipients shall evaluate contractor

performance and document, as appropriate, whether contractors have met the terms, conditions and specifications to the contract.

Contract provisions. Plattsmouth Community School District shall include, in addition to provisions to define a sound and complete agreement, the following

provisions in all contracts. The following provisions shall also be applied to subcontracts.

1. Contracts in excess of the small purchase threshold shall contain contractual provisions or conditions that allow for administrative, contractual, or legal remedies in instances in which a contractor violates or breaches the contract terms, and provide for such remedial actions as may be appropriate.
2. All contracts in excess of the small purchase threshold shall contain suitable provisions for termination by Plattsmouth Community School District including the manner by which termination shall be effected and the basis for settlement. In addition, such contracts shall describe conditions under which the contract may be terminated for default as well as conditions where the contract may be terminated because of circumstances beyond the control of the contractor.

(c) Except as otherwise required by statute, an award that requires the contracting (or subcontracting) for construction or facility improvements shall provide for the recipient to follow its own requirements relating to bid guarantees, performance bonds, and payment bonds unless the construction contract or subcontract exceeds \$100,000. For those contracts or subcontracts exceeding \$100,000, the federal awarding agency may accept the bonding policy and requirements of the recipient, provided the Federal awarding agency has made a determination the Federal Government's interest is adequately protected. If such a determination has not been made, the minimum requirements shall be as follows:

1. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" shall consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder shall, upon acceptance of his bid, execute such contractual documents as may be required within the time specified.
2. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
3. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is executed in connection with a contract to assure payment as required by statute of all persons supplying labor and material in the execution of the work provided for in the contract.

Date of Adoption: January 9, 2006

Reviewed: Reviewed: Sept. 8, 2008, Sept. 14, 2009, Sept. 13, 2010

Revised: Sept. 12, 2011

Reviewed: Mar. 12, 2012, May 13, 2013, May 12, 2014, May 11, 2015, May 9, 2016

Revised: Aug. 8, 2016

Reviewed: May 8, 2017, May 14, 2018, May 13, 2019 Revised: July 8, 2019, June 9, 2020

Reviewed: June 14, 2021, June 13, 2022, June 12, 2023

Reviewed: June 10, 2024

Revised: July 8, 2024

Date of Adoption: — [Insert Date]

Business Operations

Contracting for Services

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to the Plattsmouth Community~~Public~~ Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of performance of the contemplated contract; and (3) any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

Legal Reference: Neb. Rev. Stat. Sec. 4-114
[LB 1300 \(2024\)](#)

Date of Adoption: August 9, 2010

Reviewed: Sept. 8, 2008, Sept. 14, 2009, Sept. 13, 2010, Sept. 12, 2011, Mar. 12, 2012, May 13, 2013, May 12, 2014, May 11, 2015, May 9, 2016, May 8, 2017, May 14, 2018, May 13, 2019, June 8, 2020, June 14, 2021

Revised: March 14, 2022

Reviewed: June 13, 2022, June 12, 2023, June 10, 2024~~Date of Adoption: [Insert Date]~~

Revised: July 8, 2024

Business Operations

Meal Charge Policy

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized

by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced price meals.

Distribution Annually

This policy shall be provided or made available to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

Legal Reference: Richard B. Russell National School Lunch Act (42 U.S.C. Sec. 1751);
U.S.D.A. Memorandum SP 57-2016.
LB 1329 (2024)

Date of Adoption: July 8, 2024~~[Insert Date]~~

Personnel - Certificated EmployeesTeacher Training

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the Board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

At least annually, the administration will present to the Board the planned staff training as required by law. The Board will then approve those training requirements if the Board determines that the length of each training is reasonable.

Legal Reference: LB 1329 (2024)

Date of Adoption: July 11, 2005

Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011, Dec. 12, 2011,

Mar. 11, 2013, 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, Mar. 13, 2023, Mar. 18, 2024

Revised: July 8, 2024

Date of Adoption: ~~_____~~ [Insert Date]

50006 Students

5006 Option Enrollment

A. Application Process and Timelines

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

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

Limited Deadline Waiver: The application deadline will be **not** be waived by the School Board for applications to option into or out of the Plattsouth Community School District, except in the following circumstances:

- (1) Siblings: The application deadline will be waived where the application is for a student who is the sibling of a student attending Plattsouth Community Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. The "sibling" of a student who is attending for purposes of this Policy means a child who resides in the same household on a permanent basis with an option student who is currently attending and who has the same mother or father or who is a stepbrother or stepsister to an option student.
- (2) Kindergarten: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
- (3) Plattsouth residents (only applies for options into the District): The application deadline will be waived where the application is for a student who has a residence which includes a Plattsouth address that is not located within the Plattsouth Community School District boundaries.
- (4) Children of Plattsouth Community Schools employees (only applies for options into the District): The application deadline will be waived where the application is for a student whose parent/guardian is an employee of the Plattsouth Community Schools and the student resides with the parent/guardian.
- (5) Foreign Exchange Student (only applies for options into the District): If there is a foreign exchange student whose host family does not reside in the District, but there are other students in the household that are already approved for Option Enrollment, the application deadline shall be waived.
- (6) Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent's designee.
- (7) No Pending Expulsion: The deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is

filed, and the administration determines it is appropriate to complete the expulsion process.

- (8) Release Approval: For the foregoing exceptions to option into the Plattsmouth Community Schools, the application must be accompanied by a written release from the resident district or, if the student attends a different district as an option student, the student's current option district.
- (9) Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.
- (10) Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason. For any option application for a student that would receive or could be eligible to receive special education or related services, the Director of Special Education or designee shall conduct a case-by-case analysis to determine if the District has the capacity to provide the student with the appropriate services and accommodations.

~~(11) Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the "projected enrollment" determinations made pursuant to paragraph D shall be replaced with the "actual enrollment" as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent's designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).~~

~~However, the application deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process. The Superintendent is hereby authorized to execute such waivers on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.~~

B. Rejection of Applications; Reasons

1. Capacity

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

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.

2. Timeliness

An option enrollment application shall be rejected in the event the application is not filed on or before the April 1st immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.

3. Previous Option Enrollment

An option enrollment application shall be rejected in the event the student has ~~previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the "one-time" rule is applicable to the student's circumstance~~exhausted their option enrollments in other school districts, as determined by state law.

4. Other Reasons

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

C. Priority of Acceptance

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

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

D. Determination of Capacity

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

E. Notification of Acceptance or Rejection

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

If an option enrollment application or a request for release is rejected by the [Name] Public School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

F. Applications Subsequent to Relocations or Mergers

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

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

G. Status of Option Student

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

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

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

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

As part of the option enrollment program, the administration shall make information about the Plattsmouth Community Schools and its school, programs, policies, and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §79-232 et. seq. Adopted: July 14, 2008

Revised: May 11, 2009, May 10, 2010, July 11, 2011, Jan. 9, 2012, Aug. 13, 2012 Reviewed: Apr. 8, 2013

Revised: Aug. 12, 2013, July 14, 2014, Apr. 13, 2015, Apr. 11, 2016, Mar. 13, 2017

Reviewed: Apr. 10, 2017, May 14, 2018, June 10, 2019, June 8, 2020, Aug. 10, 2020

Revised: Apr.12, 2021

Reviewed: May 10, 2021

Revised: June 13, 2022, June 12, 2023,

Revised: Sept. 11, 2023

Reviewed: May 13, 2023

Revised: July 8, 2024

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. 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 regular and punctual student attendance. The ~~Principals and teachers are required to~~District will maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
 - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes vacations or other events that do not meet the criteria for a School Excused absence.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.
3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the [Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused, one or more meetings will be held between the school, the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- ~~(c)~~ — Educational evaluation;
- ~~(cd)~~ Referral to community agencies for economic services;
- ~~(de)~~ Family or individual counseling; and
- ~~(ef)~~ Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness (including physical or mental illness) that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Date of Adoption: December 14, 2020

Reviewed: May 10, 2021, May 9, 2022, May 8, 2023, May 13, 2024

Revised: July 8, 2024

StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

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

- attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if 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.

- 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 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 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.

h.i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.

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 may be held, upon a parent's timely request, 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.

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.

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.

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. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - c. 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).
 - d. Head wear including hats, caps, bandannas, and scarves.
 - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - f. Clothing or jewelry that is gang related.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration.

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.

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.

E. 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
[LB 43 \(2024\)](#)

Student Discipline (Early childhood)

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.

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.

Head Start Performance Standard 1302.17

Adopted: July 14, 2008

Reviewed: July 13, 2009, July 12, 2010, July 11, 2011, Jan. 9, 2012, Apr. 8, 2013, Apr. 14, 2014

Revised: July 14, 2014

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Reviewed: May 10, 2021, May 9, 2022, May 8, 2023

Revised: August 14, 2023

Reviewed: May 13, 2024

Revised: July 8, 2024

StudentsStudent Personal Electronic Devices

**Plattsmouth Community Schools
Student Personal Electronic Devices
(i.e. Cell phones, headphones, earbuds, smartwatches, etc.)**

These guidelines and procedures are being implemented to help maximize instructional time, reduce the number of outside distractions for students during the school day, standardize communication, and enhance student and staff safety.

Plattsmouth Elementary School and Middle School (K-8):

The expectation is that all elementary school students and middle school will keep personal electronic devices turned off or on silent in their lockers (MS) or other designated area (ES).

- First offense: Phone (or other electronic device) is brought to the office by your teacher. You may pick it up at the end of the day.
- Second offense: Phone is brought to the office by your teacher. Your parent/guardian will pick it up at the end of the day.
- Third offense: Phone is brought to the office by your teacher. Your parent/guardians will pick it up at the end of the day. **YOU MAY NOT BRING YOUR PHONE TO SCHOOL FOR 30 DAYS** or turn it into the office each day.
- Fourth offense: Students will be required to turn their phones 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.
- It is recommended that these devices stay at home as the school is not responsible for the loss of personal items brought to school.
- Parents or guardians who need to communicate immediate information with their student during school hours can continue to contact the school office and a message will be shared with the student as soon as possible.

Plattsmouth High School (9-12)

- Students may use their personal devices before and after school, during passing periods, and during lunch in the lunchroom.
- All personal electronic devices must be out of sight or placed in the designated area and completely silenced or powered off during the instructional period (unless given permission by the teacher or it is required as part of the student's individualized education plan (i.e. IEP, 504, MTSS plan, health plan, etc. This includes all classrooms, library, gym, locker room, fitness center, auditorium, music room, etc.
- Smartwatches may be worn, but cannot be used for communication purposes. If a violation occurs with a smartwatch, students will be asked to remove them to follow the digital device procedures.
- Earbuds and headphones will not be allowed in the classroom unless it is required as part of the

instructional activities and/or the student's individualized education plan (i.e. IEP, 504, MTSS plan, health plan, etc.).

- If earbuds or headphones are worn before school, after school, during passing period or during lunch, only one earbud may be worn due to safety concerns.

- If an electronic device is seen during the instructional period, the staff member will follow this procedure:

Step 1: The staff member will confiscate the phone or electronic device and keep it until the end of the period.

Step 2: The staff member will confiscate the phone or electronic device and the device will be sent to the main office. The phone or electronic device will stay in the office for at least the rest of the school day.

Step 3: The staff member will confiscate the phone or electronic device and the device will be sent to the main office. Parents and school personnel will collaborate to have the phone turned in at the beginning of the day and picked up prior to leaving for the day.

- Please note: If the student does not comply with this request and refuses to turn over the device, this interaction becomes a student disciplinary issue for refusal to comply and not following directions. Consequences for refusal to comply and not following directions will be administered in alignment with Policy 5101 Student Discipline.

- The teacher will contact the office and the device will be held in the main office for the remainder of the day and the incident will be logged as cell phone misuse.

- Students who need to contact parents/guardians for emergency reasons during the school day may request to use the phone in the school office.

- Parents/guardians who need to communicate immediate information with their student during school hours may contact the school office and a message will be shared with the student as soon as possible.

- Please note that the school is not responsible for the loss of student personal items brought to school.

- Students also have the opportunity and choice to leave their electronic device at home, in their vehicle, or to place the electronic device in their school locker during the school day.

Adopted: July 8, 2024

DRAFT

Students

Graduation

To participate in commencement exercises or receive a ~~Plattsmouth Community~~~~[Name]~~~~Public~~ Schools diploma, a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from ~~the Plattsmouth Community~~~~[Name]~~~~Public~~ Schools must accumulate ~~24~~~~20~~ hours. The total graduation requirements must include the following core curriculum:

English Language Arts	40	Semester Hours
Science	30	Semester Hours
Mathematics	30	Semester Hours
Social Studies	35	Semester Hours
<u>(with 10 hours of American History, 10 hours of Geography, and 10 hours of Government)</u>		
Physical Education	2 10	Semester Hours
<u>Fine Arts and Technology</u>	<u>10</u>	<u>Semester Hours</u>
<u>Computers (including Keyboarding or Career Pathways)</u>	<u>10</u>	<u>Semester Hours</u>
<u>Communications/Life Management Skills</u> Required	<u>10</u>	<u>Semester Hours</u>
Electives	110	Semester Hours
	90	Semester Hours

In addition, every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation. Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student’s parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

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, May 13, 2024~~Date of Adoption:~~
— [Insert Date]

Revised: July 8, 2024

Students

School Wellness Policy

A mission of the Plattsburgh Community Schools is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill lifelong learning of physical health, nutrition, and mental well-being. Therefore, the Board adopts the following School Wellness Policy.

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1. District Wellness Committee

Committee Role and Membership

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition***School Meals***

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to

improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

Foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. Celebrations and parties. The District will provide a list of suggested healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards. Rewards and incentives.
3. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Except: foods provided for instructional purposes (e.g., cultural programs, FCS and school-based enterprises, and foods given in accordance with a student's MTSS plan, 504 plan, individual health plan, and IEP).

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising

nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services; ▪ Teaches media literacy with an emphasis on food and beverage marketing; and ▪ Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods

- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day should meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not

required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org), or comparable program, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment. The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District's physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness ▪ How to influence, support, or advocate for others to engage in physical activity ▪ How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be

physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by requiring that its schools engage in six or more of the activities below, to be selected by each school administration; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in

support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. Section 1758b; 7 CFR Sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C Sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

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Revised: Nov. 13, 2017
Reviewed: Apr. 9, 2018, June 10, 2019, August 10, 2020, May 10, 2021, May 9, 2022 Revised: June 12, 2023
Revised: July 8, 2024

Administrative Regulation for School Wellness Policy

Additional Wellness Goals, Nutrition Guidelines and Implementation Plan

The School Wellness Policy establishes a mission of providing a curriculum, instruction, and experiences in the environment of a health-promoting school community, to instill habits of lifelong learning and health. The School Wellness Policy authorizes the Superintendent to establish such further goals and nutrition guidelines as are determined appropriate to meet the stated mission. This regulation sets forth additional goals and nutrition guidelines as appropriate to meet the District's school wellness mission and implement the School Wellness Policy.

Nutrition Education Activities to Promote Student Wellness

The base goal is to implement a curriculum that meets or exceeds the health and nutrition education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Nutrition education will be integrated into other subjects to complement, but not replace, the health and nutrition education curriculum that is provided in accordance with NDE Rule 10. Educators are to incorporate the promotion of healthy eating nutrition lifestyles in all subject areas as appropriate.
2. Display Nutrition Education Materials: The cafeteria shall display posters or other communications suitable to the ages of students served that promote healthy nutrition choices (e.g., display food pyramid). Educators are encouraged to incorporate such communications in their classrooms as well.
3. Nutrition Health Events: Educators are encouraged to search for and take advantage of events that promote nutrition education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to farm or food production facilities
 - d. school gardens
 - e. health speakers (school assemblies or class speakers on nutrition)
4. Family:
 - a. Parents are to be welcomed to join their children at school lunch as appropriate.
 - b. School communications to parents will include information about healthy nutrition; such as by including information about healthy snacks for children.
5. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages.

Physical Activities to Promote Student Wellness

The established goal is to implement a curriculum that meets or exceeds the health and physical education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Health and physical education will be integrated into other subjects to complement, but not replace, the health and physical education curriculum provided in accordance with NDE Rule 10. Educators are to incorporate physical activity promotion and non-sedentary lifestyles in all subject areas as appropriate.
2. Physical Activity During the School Day:
 - a. Recess:
 - i. Elementary students will have the opportunity for daily recess. Weather and other conditions permitting, recess will be outdoors. Students who are idle during recess are to be encouraged by supervising staff to engage in physical activity. Daily minimums are as follows: Pre-school: 30 minutes; Grades K-3: 50 minutes (15 for ½ day Kindergarten); Grades 4-6: 35 minutes. Minimums include lunch recess. Minimums are set for “ordinary” days and are subject to modification in the judgment of the educator when events such as field trips, testing, etc. occur during the day.
 - ii. Middle School and High School students will have the opportunity for physical activity during their lunch period. The gym or outside facilities will be open to use during lunch when possible.
 - b. Class Time: Physical activity within class periods (e.g. stretching breaks when students are at task for more than 50 minutes) will be encouraged.
3. Physical Activity To/From School:
 - a. To encourage biking or walking to school, the administration will work with law enforcement and as appropriate volunteer parent safety monitors to provide safe routes to school. Bike racks will be established commensurate with need.
 - b. In establishing bus pick up/drop off sites, the fact that students will have to walk farther from a particular site will not necessarily be considered as a negative factor.
4. As Punishment: Physical activity will not be used as punishment and will not be withheld as punishment. This guideline shall not apply to extra-curricular activities. Administrators may use appropriate professional discretion to make exceptions to this guideline. In no event, however, will physical activity be used as a form of corporal punishment.
5. Display Physical Activity Educational Materials: The cafeteria, gym and health classrooms shall display posters or other communications suitable to the ages of students served that promote physical activity and non-sedentary lifestyles (e.g.,

display sports posters, walking fitness posters). Educators are encouraged to incorporate such communications in their classrooms as well.

6. Physical Activity Health Events: Educators are encouraged to search for and take advantage of events that promote physical activity education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to physical activity centers
 - d. physical activity speakers (school assemblies or class speakers representing sports figures, medical people)
7. Family:
 - a. The school's physical activity facilities (playground, walking trail) will be made available to use by parents with their children outside the normal school day, subject to priority use being for children and subject to other competing uses and safety and risk management considerations.
 - b. School communications to parents will include information that promotes physical activity. Such communications may include information about the benefits of physical activity to children and the distribution of information about youth sports programs.
8. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is encouraged to be seen engaging in non-sedentary lifestyles. For example, staff is encouraged to walk or bike to work; use stairs even if an elevator is available; and share as appropriate personal information about physical activities they engage in to remain fit.

Other School Activities to Promote Student Wellness

The established goal is to offer other suitable opportunities to students to engage in healthpromoting activities. The administration establishes the following additional goals and actions to achieve such goals:

1. Extracurricular Programs: The District will offer athletic and other activity programs subject to and in compliance with the bylaws of the Nebraska School Activities Association. Secondary school students will be offered the opportunity to participate in intramural sports activities commensurate with their interests and school resources.
2. After-School Facility Uses: The school's physical activity facilities (playground, walking trail) will be made available to use by students outside the normal school day, subject to other competing uses and safety and risk management considerations.

3. Advertising: The administration will monitor advertising that occurs in the school and endeavor to limit messages that promote foods of minimal nutritional value.
4. Staff Development:
 - a. Professional staff members will be provided with professional development and guidance on appropriate practices and procedures to implement the school wellness goals and recommendations. Professional development activities will include activities each year related to the integration of physical activities and nutrition education into the academic curriculum, use of food as rewards and denial of physical activities as a disciplinary consequence, and other wellness goals and activities.
 - b. The District will provide ongoing training and development for food service staff related to nutrition and wellness goals and activities.
5. Community Resources: The administration will coordinate the school wellness program efforts with those available from medical and other community organizations.

Student and Staff Mental Health and Wellness

The established goal for student and staff wellness is to promote the physical, emotional, and mental health and wellness of students and staff members.

Nutrition Guidelines

The established nutrition guidelines for foods available in each school building during the school day are as follows: (1) school breakfast and lunch programs will be offered which meet or exceed the requirements of federal and state law and regulatory authorities and (2) no foods in competition with the school lunch or breakfast program shall be sold or otherwise made available to students anywhere on school premises during the period of one-half hour prior to the serving period for breakfast and lunch and lasting until one-half hour after the serving of breakfast and lunch.

The administration establishes the following additional nutrition guidelines and actions to meet the guidelines:

1. Conditions for School Meals:
 - a. Scheduling meals. Lunch periods will be scheduled at times when students are in need of nutrition (e.g., in the middle of their school day). Students will be provided adequate time to eat. In general students will, upon arrival in the cafeteria, have at least 10 minutes to eat breakfast and 15 minutes to eat lunch.
 - b. Conditions for meals. Efforts shall be made to establish comfortable and relaxed eating conditions. The factors to promote these conditions will be a clean, orderly environment, pleasant food services staff, adequate seating, enforcement of student conduct rules and adequate supervision.
2. Selection of School Meals:

- a. School Meals: School meals shall at a minimum meet nutrition requirements established by state and federal law. The school food service staff is to offer meals that are of a nutritional value higher than that required. Emphasis is to be on good menu planning principles that offer healthy food choices including lean meats, a variety of fruits and non-fried vegetables daily, whole grains once each week, and low-fat or nonfat milk daily. Locate these choices where they are readily accessible to students. Limit portion sizes of desserts and fried foods.
 - b. Ala carte selections: Elementary students are to be offered balanced meals. Elementary students are not to be sold individual food or beverage selections except for limited portions of low-fat foods, no-fat milk, fruits, and non-fried vegetables. Middle School and High School students may be sold foods and beverage ala carte provided the ala carte items not include foods of minimal nutritional value and that the offerings include fruits, non-fried vegetables, and healthy beverages (waters and 100% fruit juices).
3. Student's Meals From Home: Students will be discouraged from sharing food and be prohibited from sharing foods brought from home. Parents will be encouraged via health promotional materials to make healthy choices for student lunches.
 4. Closed Campus. To encourage students to eat a nutritious lunch, students will not be permitted to leave school during the school day for the purpose of lunch. The administration may grant special exceptions to the closed campus rule as needed (e.g., for students with special dietary needs).
 5. Vending machines:
 - a. Vending machines will not be available for student use at any school for the period of ½ hour before and ½ hour after breakfast and lunch periods.
 - b. Elementary school students: Vending machines with foods of minimal nutritional value will not be available to use by elementary school students at any time during the school day.
 - c. Middle school students: Vending machines with foods of minimal nutritional value will not be available to use by middle school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - d. High school students: Vending machines with foods of minimal nutritional value will not be available to use by high school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - e. Promotion of Healthy Choices: At least one vending machine in each school building shall include healthy choices (e.g., water, 100% fruit juices, low-fat/non-fat milk, animal crackers, granola bars, whole-grain fruit bars, pretzels, nuts, plain trail mix).
 6. Foods available during the school day:

- a. Water: Students will be allowed access to water during the school day. Water fountains are available. Educators may in their discretion allow students to bring water bottles to classes.
 - b. Food rewards. Food will not be used as rewards. No foods are to be provided by the school or school staff during instructional time except: healthy foods, foods provided for instructional purposes (e.g., cultural programs, FCS and school-based enterprises, and foods given in accordance with a student's MTSS plan, 504 plan, individual health plan, and IEP).
 - c. Classroom Celebrations:
 - i. Staff is not to offer students foods of minimal nutritional value for classroom celebrations.
 - ii. Parents are to be encouraged to bring healthy foods for classroom celebrations.
7. Fundraising:
- a. School clubs are not to sell food for the period of ½ hour before and ½ hour after breakfast and lunch periods except for school-based enterprises.
 - b. Student clubs are encouraged to not sell foods of minimal nutritional value as part of fundraising efforts.
8. School activities/events:
- a. Athletes: Student athletes serve as role models. Coaches are to encourage healthy eating by student athletes.
 - b. Concessions: Concession stands will include healthy food choices.
9. Definition of Foods of Minimal Nutritional Value: For purposes of this regulation, "foods of minimal nutritional value" has the same meaning as in the federal regulations for the National School Lunch program. Foods of minimal nutritional value are as follows:

Food of minimal nutritional value means: (i) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and (ii) in the case of all other foods, a food which provides less than five percent of the RDI for each of 8 specified nutrients per 100 calories and less than 5% of the RDI for each of eight specified nutrients per serving. The 8 nutrients to be assessed for this purpose are -- protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

Specific foods of minimal nutritional value are:

- (1) Soda Water.
- (2) Water Ices (except those which contain fruit or fruit juices).
- (3) Chewing Gum.

- (4) Certain Candies -- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:
- (i) Hard Candy -- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - (ii) Jellies and Gums -- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
 - (iii) Marshmallow Candies -- An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
 - (iv) Fondant -- A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
 - (v) Licorice -- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - (vi) Spun Candy -- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
 - (vii) Candy Coated Popcorn. -- Popcorn which is coated with a mixture made predominantly from sugar and corn syrup.
10. Definition of Healthy Foods: For purposes of this regulation, “healthy foods” means foods that are not foods of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

Adopted: June 12, 2023

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

The District will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

Legal Reference: LB 1329 (2024)

Date of Adoption: August 10, 2020

Reviewed: Dec. 14, 2020, Jan 10, 2022, Dec. 12, 2022, Jan. 15, 2024~~Date of Adoption: [Insert Date]~~

Revised: July 8, 2024

InstructionFirearm Policy

It shall be the policy of the [Name] Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or ~~reserve officers training corp~~Reserve Officers' Training Corps, peace officers, or ~~other duly authorized~~qualified law enforcement officers ~~when on duty or training or when contracted~~qualified ~~retired law enforcement officers, as defined by a school and pursuant to provide school security or school event contract services~~state and federal law. 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~~someone other than a minor or prohibited person, as defined by law, and are enclosed in a case or inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocyte, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

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: August 14, 2023

Reviewed: Jan. 15, 2024

Revised: July 8, 2024

Internal Board Policies - Board Members

Membership in School Board Associations

The Board of Education shall hold memberships in such school board associations as it may from time to time determine appropriate.

The Board will list on the school's website the organizations and memberships that the Board belongs to and the annual membership dues (if any) for such organizations and memberships, as well as the fees paid by the Board to any individual lobbyist or lobbying firm (if any).

Legal Reference: Neb. Rev. Stat. Sec. 79-512
LB 304 (2024)

Adopted: June 13, 2005

Reviewed: July 10, 2006, June 9, 2008, June 8, 2009, June 14, 2010, June 13, 2011, Jan. 9, 2012, Mar. 11, 2013, Mar. 10, 2014, Mar. 9, 2015, Mar. 14, 2016, Mar. 13, 2017, Apr. 9, 2018, June 10, 2019, April 13, 2020, April 12, 2021, April 11, 2022, April 10, 2023, April 8, 2024~~Date of Adoption: —~~ [Insert Date]

Revised: July 8, 2024

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by publishing such notice in a newspaper of general circulation within the District's jurisdiction and, if available, on such newspaper's web site. If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the newspaper's website, if available, and (2) posting such notice in conspicuous public places within the District. The Board Secretary shall keep a written record of such postings. The Board may also give advance notice of meetings by posting. If notice is given by posting, such notice shall be given by posting notice in at least three (3) public places throughout the school district. The school house door, the post office, and a local bank are designated posting places, though other or different places at which the public may reasonably be notified are also designated as permissible places.

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. Sections 79-554; 79-555 and 84-1411

Date of Adoption: December 14, 2020

Reviewed: April 12, 2021, April 11, 2022, April 10, 2023, April 8, 2024~~Date of Adoption:~~
~~———[Insert Date]~~

Revised: July 8, 2024

Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at Board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The President has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The President may order persons who are disorderly to be removed from the meeting.

B. Hear

The Board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

C. Record

Members of the public may use recording devices (phone, video camera, etc.) to record any part of a board meeting, except for closed sessions. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

E. Speak

Members of the public will be permitted to speak at Board meetings ~~at which a public forum is on the Agenda~~. Members of the public may also speak when invited to make a presentation or when recognized by the President. ~~The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.~~

Option #1: For all meetings of the Board, individual speakers shall have up to 3 minutes to address the Board, and the Board shall hear up to 30 cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

~~Option #2: For regular meetings of the Board, individual speakers shall have up to _____ minutes to address the Board, and the Board shall hear up to _____ cumulative minutes of public comment. For all meetings other than regular meetings of the Board, individual speakers shall have up to _____ minutes to address the Board, and the Board shall hear up to _____ cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.~~

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself in writing, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.

~~The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.~~

~~Option #3: To ensure the Board completes its business during meetings other than regular meetings, public comment will be listed at the end of the agenda for all meetings other than regular meetings.~~

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference: Neb. Rev. Stat. 84-1412

Adopted: June 13, 2005

Reviewed: July 10, 2006, June 9, 2008, June 8, 2009, June 14, 2010, June 13, 2011

Revised: Jan. 9, 2012

Reviewed: Mar. 11, 2013, Mar. 10, 2014, Mar. 9, 2015

Revised: Aug. 10, 2015

Reviewed: Mar. 14, 2016, Mar. 13, 2017, Apr. 9, 2018, June 10, 2019, April 13, 2020, April 12, 2021, April 11, 2022

Revised: Aug. 8, 2022

Reviewed: April 10, 2023, April 8, 2024 ~~Date of Adoption: [Insert Date]~~

Revised: July 8, 2024

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (“MOU”) is made and entered into on **August 1, 2024**, by and between **Nebraska Methodist College of Nursing and Allied Health d/b/a Nebraska Methodist College -- The Josie Harper Campus (“NMC”)**, located in Omaha, NE, and **Plattsmouth Community Schools**, located in Plattsmouth, NE.

The purpose of this MOU is to establish a framework for the parties’ mutual commitment to jointly collaborate on the **School Nurse Pipeline Program** and **NMC’s Division of Nursing Program** and establish **Plattsmouth Community Schools** as a site for clinical education.

The DHHS School Nurse Pipeline Program aims for students in Nebraska state-approved nursing programs to provide nursing support to a K-12 school expressing need while also expanding the Nebraska public health workforce. NMC and **Plattsmouth Community Schools** have a shared interest in the **School Nurse Pipeline Program** and **NMC’s Division of Nursing Program** and have agreed to work together to address health-related student needs.

NOW, THEREFORE, the parties agree the MOU covers the following:

- 1. Nebraska Methodist College of Nursing and Allied Health d/b/a Nebraska Methodist College responsibilities.**
 - a. Identify student eligibility criteria and select students to participate in school-based health support program.
 - b. Immerse our students into the community and provide them with a unique lens of the importance of school nurses.
 - c. Provide one NMC graduate student registered nurse to serve as graduate student supervisor and two to four undergraduate nursing students as student nurse scholars for a clinical experience involving K – 12 students starting August 2024. Responsibilities of time for the graduate student supervisors will include a minimum of 10, 8- hour shifts each academic semester of commitment.
 - d. The clinical experience will be held in the **Plattsmouth Community Schools** in Plattsmouth, NE and subject to the terms of this agreement.
 - e. Require students to comply with any and all applicable **Plattsmouth Community Schools** facility requirements.
 - f. NMC’s Director of Diversity and Community Engagement, Division of Nursing will coordinate schedule and school locations with designated **Plattsmouth Community Schools** staff. Coordination issues or schedule changes should be communicated with the appropriate staff as soon as possible once known.
 - g. Nursing students will provide health opportunities including (but not limited to): vision, dental, hearing screening, mental health assessment, triaging and medication administration through the school nurse office, immunizations, asthma action plan development, diabetes management, seizure management, social determinant of health screening, lead/hemoglobin screening, and addressing any other other needs as identified by **Plattsmouth Community Schools** administration and school health office.
 - h. NMC will provide attestation of completed immunizations and background checks for all participating nursing students.
- 2. Plattsmouth Community Schools responsibilities**

- a. Provide opportunities for nursing students to get real world experience in a school health setting.
- b. Identify school related health needs and communicate those needs to NMC's Director of Diversity and Community Engagement.
- c. Coordinate schedule and school locations with NMC's Director of Diversity and Community Engagement. Coordination issues or schedule changes should be communicated with the appropriate NMC staff as soon as possible once known.
- d. Provide necessary supplies needed to administer required school health screenings.
- e. Provide feedback on the experience to NMC's Director of Diversity and Community Engagement on a quarterly basis, which will be reported to DHHS per grant requirements.
- f. Permit students to use and have access to student/medical records according to Facility's policies and procedures and subject to the terms of Exhibit 1.
- g. Terminate or refuse participation in the on-site clinical experience by any student or faculty member when violations of Plattsburgh Community Schools facility rules, regulations, policies or procedures occur. Such action shall not be taken until the appropriate NMC representative has been notified; Plattsburgh Community Schools reserves the right to take immediate action when necessary in Plattsburgh Community Schools sole discretion.
- h. Retain ultimate responsibility for meeting student health-related needs.

3. General Conditions.

- a. **Relationship of the Parties.** None of the provisions of this MOU are intended to create any relationship between the parties other than that of independent persons or entities partnering with each other solely for the purpose of effecting the provisions of this MOU.
- b. **Compensation.** This MOU does not contemplate the payment of any fees or remuneration by either party to the other.
- c. **No Discrimination.** Neither party will discriminate against any employee, applicant, or student on the basis of gender, disability, race, color, religion, age, sexual orientation, financial status, marital status, veteran status or national or ethnic origin.
- d. **Confidentiality.** Parties agree to respect and abide by all federal, state and local laws pertaining to confidentiality with regard to all information and records obtained or reviewed in the course of providing services under this MOU. The parties will maintain the confidentiality of any sensitive and/or proprietary information shared as part of this MOU.
- e. **No Medicare Exclusion.** Both parties hereby represent and warrant that they are not and at no time have been excluded from participation in any federally-funded health care program, including Medicare and Medicaid. Both parties hereby agree to immediately notify the other party of any threatened, proposed, or actual exclusion from any federally-funded program, including Medicare and Medicaid. In the event that either party is excluded in any federally-funded health care program during the term of this Agreement, or if at any time after the effective date of this Agreement, it is determined that either party is in breach of this section, this Agreement shall, as of the effective date of such exclusion or breach, automatically terminate.
- f. **Limitation of Liability & Indemnification.** Neither party shall be liable under any contracts or obligations of the other, except as otherwise provided pursuant to this MOU or for any act or omission of the other party or its officers, employees or agents, and both parties agree to indemnify and hold the other harmless from any and all losses, damages, costs and

expenses (including reasonable attorney's fees) that are caused or arise out of their own omission, fault, negligence or other misconduct by their employees, independent contractors or volunteers arising under this MOU.

- g. **Third Party Beneficiaries.** This MOU is executed for the benefit of the named parties only. Nothing in this MOU or in the negotiation of this MOU shall have the effect of conferring any rights or expectations on any third party. No one other than a party to this MOU or a party's permitted successor or assign shall have the right to enforce any covenant, term, or condition in this MOU.
- h. **Notice.** Any notice or other communication required or permitted by this MOU shall be in writing and shall either be hand-delivered, sent via overnight mail by a nationally recognized courier service, or sent postage prepaid by certified or registered mail, return receipt requested, to the following addresses or to such other addresses or persons as may be furnished from time to time in writing by one party to the other party. The notice shall be effective on the date of delivery if delivered by hand, the date of delivery as indicated on the receipt if sent via overnight mail, or the date indicated on the return receipt whether or not such notice is accepted by the addressee.

If to NMC:

Nebraska Methodist College of Nursing and
Allied Health d/b/a Nebraska Methodist College
Attn: President & CEO
720 North 87th Street Omaha, NE 68114

If to Plattsmouth Community Schools:

Plattsmouth Community Schools
Attn: Richard E. Hasty
1912 Old Hwy 34
Plattsmouth, NE 68048

- i. **Term.** The term of this MOU shall be for one (1) year beginning August 1, 2024, and ending July 31, 2025. MOU may be auto-renewed for consecutive one year terms upon the written agreement of both parties.
- j. **Termination.** This MOU may be terminated as follows:
 - i. **Material Breach.** By either party at any time, upon thirty (30) days' written notice to the other party, in the event of a material breach of this MOU by the other party, if the breach is reasonably specified in the notice and is not cured within the notice period.
 - ii. **Without Showing Cause.** By either party without a showing of cause, upon ninety (90) days' written notice to the other party.
 - iii. **Application of Law.** By either party, at any time, if any court or governmental authority determines that either party is, under this MOU, operating in violation of any law or regulation.
 - iv. **Cessation of Business.** Immediately upon the bankruptcy, receivership or dissolution of RPS or NMC, or cessation of RPS or NMC's business.
- k. **Dispute Resolution.** In the event of any disputes arising out of or in connection with this MOU, the parties will attempt to resolve the matter through good faith negotiations.
- l. **Governing Law.** This MOU shall be construed under and shall be governed by the laws of the State of Nebraska.
- m. **Waiver.** Any waiver by either party of a breach of any provision of this MOU shall not operate as or be construed as a waiver of any other provision or any subsequent breach.

- n. **Copies/Signatures.** A fully-executed facsimile or electronic copy of this Agreement shall be treated as an original Agreement and signatures may be made in counterparts to the Agreement.
- o. **Headings.** The headings to the various sections of this Agreement have been inserted for convenience only and shall not modify, define, limit or expand express provisions of this Agreement.
- p. **Entire Agreement.** This MOU constitutes the entire agreement between the parties as to the subject matter hereof, and replaces all prior written and oral statements and understandings.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding on the dates below.

SIGNED: _____

DATE: _____

BY: Deb Carlson, President and CEO Nebraska
Methodist College of Nursing and Allied
Health d/b/a Nebraska Methodist College --
the Josie Harper Campus

BY:

SIGNED: _____

DATE: _____

Plattsmouth Community Schools

BY:

EXHIBIT 1

STATEMENT OF RESPONSIBILITY AND CONFIDENTIALITY AGREEMENT

Name:

Facility:

Field of Study:

Start Date of Rotation at Facility:

Completion Date:

For and in consideration of the benefit provided the undersigned in the form of experience in evaluation and/or treatment of student of Facility, the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks of, and be solely responsible for, any injury or loss sustained by the undersigned while participating in the program operated by NMC at Facility unless such injury or loss arises solely out of Facility's negligence or willful misconduct.

The undersigned hereby acknowledges his/her responsibility under applicable State and Federal law and the Agreement between NMC and Facility, to keep confidential any information regarding Facility students, as well as all confidential information of NMC and Facility. The undersigned agrees not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any student, and further agrees not to reveal to any third party any confidential information of NMC and Facility, except as required by law or as authorized by NMC and Facility.

The undersigned understands that all Facility computer network accounts opened for him/her are to be used by the undersigned. The undersigned agrees not to make the account available to any other person. The undersigned further agrees not to access any user account for which he/she does not have authorization to use. The undersigned will not delete, modify, remove, or change any computer file that belongs to another person. The undersigned also understands that the information contained in the patient management systems and employee management systems is confidential and that accessing that information for personal use or allowing another person to access such information or to divulge such information, particularly confidential student information, is cause for disciplinary action up to and including termination of employment, contract and/or dismissal from the training program at the Facility.

Dated this ____ day of _____,

Student Signature: _____



Plattsmouth Community School District
Building –Level
Materials Storage/Disposal Form

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

Name: Todd Halvorsen

Grade level: PHS

Date: May

Type: Professional literature
 Student literature
 Manipulatives/kits
 Reference materials
 Other (Please explain)

Ovens / Ranges
~~toilet paper~~

* *All old textbooks should go through the district office and be labeled with the "Used Textbook" form.*

Request:

Store for closed classroom
 Store for future use
 Sell
 Donate
 Other (Please explain)

Condition:

Great/Good
 Poor
 Very old copyright

Quantity: 4

Plattsmouth Elementary School

June 6, 2024

To: Plattsmouth Community School District Board of Education

From: Dr. Amber Johnson, Plattsmouth Elementary School Principal

Re: Request for Disposal of Items

-
1. Elementary Scoreboards (qty - 2) - no longer work and not in use

Scoreboard 1 - Nevco Scoreboard Company

Model Number - 1500

Serial Number - 72, 785

Scoreboard 2 - Nevco Scoreboard Company

Model Number - 2400

Serial Number - 72, 786



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson, Director of Instructional Services
Mrs. Amanda Wright, Special Education Administrator
Phone: (402) 296-3361 Fax: (402) 296-2667
www.pcsd.org

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

June /July 2024

Curriculum Disposal Request

Social Studies Harcourt

Reason: Very old resources, not as clearly related to standards as the Studies Weekly program.

Student Books:

Grade 2: People We Know

Student Books: 100

Teacher Resources:

Grade 3: Our Communities

Student Books: 125

Teacher Resources: 4 sets

Grade 2: 4 sets

DRA2 Kits

Reason: Out of date; Fastbridge and Star programs have similar assessments that will be used instead.

Miscellaneous Classroom Resources

- Student books (in very poor condition) 35
- Math Manipulatives Kit (very poor condition and other resources are available) 1
- Professional Literature: 21 books (poor condition, not current)

Name of Requestor: Luke Chadwell	Name of Group: Girls and boys basketball	Date: 12/21/24
----------------------------------	--	----------------

Destination: Mid-America Center	Departure Date: 12/21/24
---------------------------------	--------------------------

Purpose of Trip Basketball games vs Glenwood at Mid-America Center

Transportation Required: 2 Activity Buses 2 SUV's	How Funded: FORMCHECKBOX District Funded Explain:
---	---

Number of Students Participating: 24	Chaperones Required? FORMCHECKBOX Yes If yes, how many? 6
---	---

Notes: The boys and girls basketball teams will play at the Mid-America Center in Council Bluffs, IA.

ESU 3 AGREEMENT

CONTRACTED SPECIAL EDUCATION & STUDENT SERVICES

THIS AGREEMENT, made and entered into this **23rd day of April, 2024** by and between Educational Service Unit 03 of the State of Nebraska, hereinafter referred to as “ESU 3” and **Plattsmouth Community Schools** hereinafter called “District”.

WITNESSETH:

1. That ESU 3 does hereby agree it will furnish to the District the following special education services as described in:
 - a. Attachment 1: Description of Contracted Special Education & Student Services
2. Services shall be provided only to children who qualify for such services as specified in State Department of Education, Special Education Rules and Regulations (Rule 51 & Rule 52), or as otherwise agreed between the Parties. The District shall receive a list of students enrolled at Brook Valley School in the Fall of each school year (Attachment 2).
3. ESU 3 shall supply recorded information on each child for whom services are contracted. ESU 3 agrees that it will confer with the School District personnel for purposes of evaluating each child’s progress.
4. The placing of a child in said program shall be made by joint decision of ESU 3, the District, parents and/or guardians, and other members of the IEP team.
5. ESU 3 agrees to perform the services and the District agrees to pay in accordance with ESU 3 rate schedule as approved by the Nebraska Department of Education. This schedule shall be in full force and effect during the school year of 2024 - 2025 commencing no earlier than August 1, 2024 and ending no later than July 31, 2025.
6. ESU 3 retains the right to designate personnel to provide services. All personnel provided by the ESU 3 shall be hired by, supervised by, compensated by, and subject to the directions of ESU 3, with reasonable input from the District.
7. Policies regarding sick leave, personal leave, and professional leave shall be determined by ESU 3 for personnel providing services to the District.
8. In the event that the District’s programming requirements and needs change at any time subsequent to and during the term of this agreement, the costs to the District established by this agreement, shall in mutual agreement between ESU 3 and the District be adjusted and prorated and the parties may agree. Nothing in this paragraph, however, shall be construed to entitle the District to abrogate this contract or declare it void. The District shall be obligated to pay all sums specified by this contract as due and owing ESU 3 regardless of changes in circumstances within the District during the course of this contract. ESU 3 shall, however, be obligated to meet with the District and discuss in

good faith alternatives to mitigating expense, reallocating staff, and other resources within the bounds of the law and as ESU 3 may in its sole discretion determine to be in the best interest of ESU 3 and the District. Any and all changes or expenses incurred by ESU 3 in the course of performing its obligations pursuant to this agreement, or in preparing to do so, shall become due and payable by District to ESU 3 upon billing in a manner consistent with the billing provision of this agreement.

9. If, for any reason the District does not pay as agreed, ESU 3 may cancel this contract and forthwith, without notice, refuse further services to said District, but the District shall not be relieved from paying for services rendered by the ESU 3 to the said District to date of termination of service.
10. The District agrees that its payments will be made upon receipt of billing from ESU 3; however, in no event will payment be made to ESU 3 more than 30 days after the District's next regularly scheduled Board meeting.
11. It is understood and agreed, that in the event of any reason this contract does not comply with the State's requirement, it will be changed in accordance therewith, upon written notice by ESU 3 to the District and advising the District of the required changes to meet State requirements.
12. It is agreed this contract between ESU 3 and District must be signed by the District Board or Representative and returned to ESU 3 by **May 10, 2024**. ESU 3's Representative will then sign and return a copy of the contract to the District.

This agreement shall be binding to the parties hereto and their successors. The person executing this Agreement on behalf of the respective parties specifically acknowledge and represent that they have value authority to bind the party to whose benefit this Agreement had been executed.

Signatures:

District Representative

Date

ESU 3 Representative

Date

Educational Service Unit 3

Attachment 1 - Description of Contracted Special Education & Student Services

This contract is entered into by and between the parties for contracted Special Education services for the 2024-2025 school year. Educational Service Unit 03 (NDE Service Provider Code: 95-0003) shall be responsible to provide said services based upon availability of appropriate staff.

The effective date of said contract is for a period of one year running from August 1, 2024 to July 31, 2025.

School District: Plattsmouth Community Schools

Special Education services to be provided to the school district:

School Psychologist (Service code: 1002)	2023-2024 FTE: .00 2024-2025 FTE: .00
Speech Language Pathologist (Service code: 4001)	2023-2024 FTE: .00 2024-2025 FTE: .00
VI and O/M Instruction (Service codes: 4030/4048)	2023-2024 FTE: .10 2024-2025 FTE: .10
Instruction-Early Childhood (Service code: 3000)	2023-2024 FTE: .00 2024-2025 FTE: .00
Early Childhood SpEd Coordination (Service code: 2000)	2023-2024 FTE: .00 2024-2025 FTE: .00
Brook Valley BD (Service code: 4021)	2023-2024 FTE: Yes 2024-2025 FTE: Yes
Brook Valley CDC (Service code: 4021)	2023-2024 FTE: No 2024-2025 FTE: No
Brook Valley RTS (Service code: 4021)	2023-2024 FTE: Yes 2024-2025 FTE: Yes
Brook Valley OutREACH (Service code: 4021)	2023-2024 FTE: No 2024-2025 FTE: No

***Additional services may be available upon request and staff availability.**

If the total amount of revenue is not sufficient to cover the budgeted expenditures, school districts will be assessed the additional monies on a prorated basis to cover those costs for each program.

If revenue exceeds expenditures in all account areas above, all excess revenue will be placed in a carryover account to be used to pay unexpected expenses and program costs associated with staff, building maintenance, instructional equipment/materials, office supplies and other costs relevant to the appropriate programs as described in Attachment 1.

**Contract for Supplemental Services
Driver's Education
2024-2025**

Educational Service Unit #3, hereinafter referred to as ESU #3 proposes to furnish supplemental services pursuant to 79-2201 et seq R.R.S. 1943 to the **Plattsmouth Community Schools, Cass County**, Nebraska, hereinafter called the School for the 2024-2025 school year. This agreement is subject to the following terms and conditions:

1. SERVICES

ESU #3 will provide the instructor, automobiles, and all costs relating to maintenance, insurance, and behind-the-wheel training for driver education students. This service will not be available to physically handicapped students, as ESU #3 does not have the equipment or the expertise to provide this service. ESU #3 will provide a curriculum consisting of 20 hours of classroom and 3-4 hours behind-the-wheel. The School will provide classroom space free of charge for in classroom instruction.

2. STUDENTS

Minimum number of students will be 15.

WHEN PROVIDED:

_____ Saturday Hours Fall & Spring	_____ Est. Max # Students
___X___ Summer Program	_____ Est. Max # Students

3. COMPENSATION

The Parent and/or Guardian shall pay ESU #3 for said services as follows:

Total Program.....\$400/student

4. TERMS

The payment will be made by the Parent and/or Guardian directly to ESU #3, prior to the class start date. Once payment is received, the specific class will be confirmed.

5. CONDITION

This proposal shall become a valid contract only when accepted by an authorized representative of the School and subsequently approved by and authorized representative of ESU #3.

Return to:
Kaitlin Amador, Educational Service Unit #3, kamador@esu3.org
6949 S 110th St., LaVista, NE 68128-5721

**Contract for Supplemental Services
Driver's Education
2024-2025**

Accepted by action of the Board of the **Plattsmouth Community Schools,
Cass County**, Nebraska at a duly authorized meeting on the _____ day of _____, 2024.

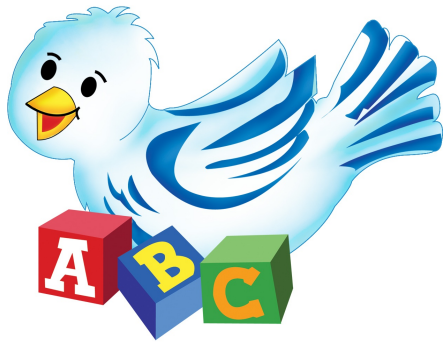
Authorized Representative

Title

Approved by action of the Board of Educational Service Unit #3, LaVista, Sarpy County, Nebraska, at a duly authorized meeting on the _____ day of _____, 2024.

Administrator, Authorized Representative

Return to:
Kaitlin Amador, Educational Service Unit #3, kamador@esu3.org
6949 S 110th St., LaVista, NE 68128-5721



**Plattsmouth Early Head Start/Sixpence
Birth to Three Programs**

2024-2025

PARENT HANDBOOK



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
Multiple births
Hearing loss
Slow to walk or crawl

High medical needs
Feeding concerns
Blindness or vision impairment
Identified disabilities
Behavioral or emotional problem

Prematurity
Difficulty speaking
Physical disability
Developmental delay

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/liason 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.

Respect and Courtesy

It is the goal of Cass County Head Start to maintain a safe, caring, respectful environment for children, staff, and families. Unacceptable/dangerous behaviors will not be tolerated in any classroom/center, at Family Events, or anywhere children are present. Unacceptable behavior includes, but is not limited to, the following:

- Use of abusive or offensive language, including, but not limited to harassment, threats, yelling, and profanity
- Theft or damage of property
- Physical or verbal abuse of children, staff, or other parents
- Defiance of authorities

Parents, children and staff are expected to maintain a respectful relationship with each other. Parents demonstrating any of the above unacceptable behaviors may be unable to participate in program activities. It is unacceptable for parents/family members to approach other parents/family members or children to 1010 Community Relations (Visitors)

- In addition, the administration may exercise its discretion and has the authority to direct that certain individuals who may pose a threat of harm to students or staff or who may create or have created a disruption to the educational program be prohibited from being on school grounds.

The following procedure outlines the correct way to handle a person who is inappropriately conducting themselves directly inside or outside of our classroom/center or at a Family Event.

Purpose:

To help ensure the safety of all students, teaching staff, and families while under the supervision of Head Start by outlining what to do in situations involving inappropriate adult conduct.

Procedure:

address an incident that happened at the Preschool. Parents must deal with such concerns through the Teaching Staff or Director.

- If an incident occurs, the parents/adult will be asked to leave the premises
- The parent/adult will be required to meet with the designated administrative staff person, depending on the severity of the incident, in order for the adult to participate in program activities
- If another incident occurs, the parent/adult will not be permitted in the school building and will receive a letter with the incidents.
- If any of the unacceptable behaviors continue, they will be banned from school grounds.

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.
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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

<p>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</p> <p>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</p>

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

DRAFT

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	<p>4 doses of DTaP, DTP, or DT vaccine</p> <p>3 doses of Polio vaccine</p> <p>3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age</p> <p>3 doses of pediatric Hepatitis B vaccine</p> <p>1 dose of MMR or MMRV given on or after 12 months of age</p> <p>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.</p> <p>4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday</p> <p>3 doses of Polio vaccine</p> <p>3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age</p> <p>2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p> <p>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.</p>
Students entering 7 th grade	<p>Must be current with the above vaccinations</p> <p>AND receive</p> <p>1 dose of Tdap (contain Pertussis booster)</p>
Students transferring from outside the state at any grade	<p>Must be immunized appropriately according to the grade entered.</p>

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_1173.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**

2024-2025

PARENT HANDBOOK

DRAFT

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.



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
Multiple births
Hearing loss
Slow to walk or crawl

High medical needs
Feeding concerns
Blindness or vision impairment
Identified disabilities
Behavioral or emotional problem

Prematurity
Difficulty speaking
Physical disability
Developmental delay

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 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 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.

At Conestoga Head Start, we will be inclusive to families and their beliefs when planning classroom activities. We know families celebrate in different ways.

- For birthday celebrations, we will allow the child to wear a provided birthday crown, and they will get a birthday certificate and a small prize from the birthday box.

- For Halloween, we will have a dedicated time for students to wear their costumes and will have a small celebration with healthy food options.
- For Thanksgiving, we will learn about the origins of the country and will have a feast.
- For Christmas, we will learn about how different countries celebrate the Christmas holiday. We will again have a small celebration with music and healthy snacks.
- For Valentine's Day, we will practice writing the names of our friends by making Valentines, a few snacks and learning to be a good friend.
- Our end of the year celebration will include graduation for those going into Kindergarten, a slide show of all the activities from the year and class awards.

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.~~

It is the goal of Cass County Head Start to maintain a safe, caring, respectful environment for children, staff, and families. Unacceptable/dangerous behaviors will not be tolerated in any classroom/center, at Family Events, or anywhere children are present. Unacceptable behavior includes, but is not limited to, the following:

- Use of abusive or offensive language, including, but not limited to harassment, threats, yelling, and profanity
- Theft or damage of property
- Physical or verbal abuse of children, staff, or other parents
- Defiance of authorities

Parents, children and staff are expected to maintain a respectful relationship with each other. Parents demonstrating any of the above unacceptable behaviors may be unable to participate in program activities. It is unacceptable for parents/family members to approach other parents/family members or children to 1010 Community Relations (Visitors)

- In addition, the administration may exercise its discretion and has the authority to direct that certain individuals who may pose a threat of harm to students or staff or who may create or have created a disruption to the educational program be prohibited from being on school grounds.

The following procedure outlines the correct way to handle a person who is inappropriately conducting themselves directly inside or outside of our classroom/center or at a Family Event.

Purpose:

To help ensure the safety of all students, teaching staff, and families while under the supervision of Head Start by outlining what to do in situations involving inappropriate adult conduct.

Procedure:

address an incident that happened at the Preschool. Parents must deal with such concerns through the Teaching Staff or Director.

- If an incident occurs, the parents/adult will be asked to leave the premises
- The parent/adult will be required to meet with the designated administrative staff person, depending on the severity of the incident, in order for the adult to participate in program activities
- If another incident occurs, the parent/adult will not be permitted in the school building and will receive a letter with the incidents.
- If any of the unacceptable behaviors continue, they will be banned from school grounds.

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 at 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.

CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:

- 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 Plattsburgh 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**

2024-2025

PARENT HANDBOOK

DRAFT



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
		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
Multiple births
Hearing loss
Slow to walk or crawl

High medical needs
Feeding concerns
Blindness or vision impairment
Identified disabilities
Behavioral or emotional problem

Prematurity
Difficulty speaking
Physical disability
Developmental delay

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.

At PECC, we will be inclusive to families and their beliefs when planning classroom activities. We know families celebrate in different ways.

- For birthday celebrations, we will allow the child to wear a provided birthday crown, and they will get a birthday certificate and a small prize from the birthday box.
- For Halloween, we will have a dress up day to celebrate i.e., Pajama Day.
- For Dia De Los Muertos (Day of the Dead), we will talk about the holiday and why it's important in Mexican culture.
- For Thanksgiving, we will learn about the origins of the country, crafts, poems, etc. Make a class Book on "What we are thankful for."
- For Christmas, we will learn about how different countries celebrate the Christmas holiday. Celebrate/Discuss all winter holidays, Kwanzaa, Hanukkah, and Christmas.
- For Valentine's Day, we will practice writing the names of our friends by making Valentines in the classroom, wearing pink, red, or white to school, and learning how to be a kind friend.
- For St. Patty's Day - Wear Green, Clovers and Crafts that go with the day i.e., rainbows and pots of gold.
- For Easter, we will make spring crafts and activities.
- Our end of the year celebration will include graduation for those going into Kindergarten, a slide show of all the activities from the year and class awards.

Special activities for holiday celebrations will be based on cultural diversity and will have an educational component. Any celebration items will need to be provided by the school. We will also create a food experience for certain holidays for the students to learn about foods from different cultures.

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 Plattsburgh 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 Plattsburgh 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 your 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.~~

It is the goal of Cass County Head Start to maintain a safe, caring, respectful environment for children, staff, and families. Unacceptable/dangerous behaviors will not be tolerated in any classroom/center, at Family Events, or anywhere children are present. Unacceptable behavior includes, but is not limited to, the following:

- Use of abusive or offensive language, including, but not limited to harassment, threats, yelling, and profanity
- Theft or damage of property
- Physical or verbal abuse of children, staff, or other parents
- Defiance of authorities

Parents, children and staff are expected to maintain a respectful relationship with each other. Parents demonstrating any of the above unacceptable behaviors may be unable to participate in program activities. It is unacceptable for parents/family members to approach other parents/family members or children to 1010 Community Relations (Visitors)

- In addition, the administration may exercise its discretion and has the authority to direct that certain individuals who may pose a threat of harm to students or staff or who may create or have created a disruption to the educational program be prohibited from being on school grounds.

The following procedure outlines the correct way to handle a person who is inappropriately conducting themselves directly inside or outside of our classroom/center or at a Family Event.

Purpose:

To help ensure the safety of all students, teaching staff, and families while under the supervision of Head Start by outlining what to do in situations involving inappropriate adult conduct.

Procedure:

address an incident that happened at the Preschool. Parents must deal with such concerns through the Teaching Staff or Director.

- If an incident occurs, the parents/adult will be asked to leave the premises.
- The parent/adult will be required to meet with the designated administrative staff person, depending on the severity of the incident, in order for the adult to participate in program activities.
- If another incident occurs, the parent/adult will not be permitted in the school building and will receive a letter with the incidents.
- If any of the unacceptable behaviors continue, they will be banned from school grounds.

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.

CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:

- 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 1 st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 th 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 7 th 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://dhs.ne.gov/Pages/reg_1173.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 Plattsburgh 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